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ABSTRACT

This color-coded guide provides a curriculum and competency-based materials to help teachers teach job-seeking and job retention skills. The materials can be localized, personalized, and supplemented by teachers to fit the needs of students, area of study, and individual teaching and learning styles. The five units in the guide cover the following: (1) human relation skills; (2) personal employability skills; (3) communication skills; (4) mathematics skills; and (5) entrepreneurial skills. They are intended to complement curriculum in other content areas. Although the guide was developed for use in home economics classes, it is appropriate for use in many other curriculum areas. Each instructional unit follows a standard format that includes some or all of these basic components: competency list; cross-reference table of instructional materials; suggested activities; transparency masters; handouts; information sheets; assignment sheets; unit test; and answers to assignment sheets and unit test. (KC)

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HE-93-I

Core Employment
SKILLS

Instructor Guide

CE056217

INSTRUCTOR GUIDE

CORE EMPLOYMENT SKILLS

BY

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1990

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FOREWORD

This Core Employment Skills guide is a product of the realization that in every area of vocational education students need to learn not only the skills necessary for the specific job, but also the skills needed to get and keep a job.

While the task of every vocational education class is to teach the skills needed in order to do a particular job, many job-seeking and job-keeping skills are common to all areas of employment: employees must possess strong interpersonal skills; they must be able to make career decisions; they must know where to look for jobs and how to apply for them; they must be able to understand what other people are saying to them and they must be able to communicate their ideas to others; they must be able to perform basic mathematical operations and be familiar with common business equipment, such as, cash registers and computers; they must be able to perform basic banking skills; and they must be familiar with the basic skills necessary for operating a small business.

Core Employment Skills has been developed not only as a curriculum guide, but also to provide the teacher with competency-based instruments for planning and evaluation, resource lists, suggested activities, and a wide variety of hands-on student materials. The guide is intended to provide a framework for instruction in job-seeking and job-keeping skills that the teacher can localize, personalize, and supplement to fit the needs of students, area of study, and individual teaching and learning styles.

The five units included in this guide are "Using Human Relation Skills," "Personal Employability Skills," "Using Communication Skills," "Demonstrating Math Skills," and "Developing Entrepreneurial Skills." They are intended to complement curriculum in other content areas. While this guide was developed for use in home economics classes, it is appropriate for use in many other curriculum areas.

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CORE COMPETENCIES
CORE EMPLOYMENT SKILLS

SECTION A:

A. UTILIZING HUMAN RELATION SKILLS

1. Identify personal values
2. Identify and develop personal goal plan
3. Make decisions
4. Handle stressful situations
5. Acknowledge feelings and property of others
6. Demonstrate social etiquette
7. Separate personal [illegible] professional problems
8. Demonstrate moral/ethical character
9. Contribute to a team effort
10. Acknowledge responsibility/authority of others
11. Follow directions
12. Manage resources
13. Demonstrate economic alertness
14. Function within competitive business framework
15. Demonstrate business behavior
16. Demonstrate organizational skills
17. Demonstrate assertiveness
18. Apply leadership styles
19. Maintain community awareness
20. Develop familiarity with organization, policies, and company goals

Other (specify): ______________________________

____

Using Human Relation Skills

Unit I

Cross-Reference Table of Instructional Materials

Competency	Instructional Objective	Transparency Master	Handout	Assignment Sheet	Job Sheet	Test Item	Notes
*	1					3-5, 7-10	
A.1	2			AS 1,2			
A.2, A.16	3			AS 3			
A.3	4	TM 1		AS 4			
A.4	5			AS 5, 6			
A.6	6					16	
A.5, A.7	7			AS 7, 8, 9		20-24	
A.8	8					17	
A.9	9					14	
A.10, A.11	10			AS 10			
A.12	11, 18, 19, 20	TM 2, 3		AS 11, 12, 13, 14, 15, 16		37, 38	
A.13	12					39	
A.14	13					25-28	
A.15	14					18	
A.17	15					1, 19	
A.18	16					11-13	
A.19	17					15, 40	
A.20	21			AS 17		2, 6, 29-36	

*Prerequisite Knowledge

USING HUMAN RELATION SKILLS

UNIT I

UNIT OBJECTIVE

After completing this unit, the student should be able to demonstrate the human relation skills and the behaviors necessary to succeed in the world of work. Competencies will be demonstrated by correctly performing the procedures outlined in the Assignment Sheets and achieving an overall score of 85 percent on the Unit Test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Based on the content outline, MATCH TERMS ASSOCIATED WITH USING HUMAN RELATION SKILLS TO THE CORRECT DEFINITIONS by attaining 100 percent accuracy on the Unit Test.

2. Based on the content outline, ANALYZE AND PRIORITIZE PERSONAL VALUES by completing Assignment Sheets 1 and 2.

3. Based on the content outline, DEMONSTRATE ORGANIZATIONAL SKILLS AND IMPLEMENT A PERSONAL GOAL PLAN by completing Assignment Sheet 3.

4. Based on the content outline and Transparency Master 1, DEMONSTRATE EFFECTIVE DECISION MAKING IN SOLVING PROBLEMS by completing Assignment Sheet 4.

5. Based on the content outline, ANALYZE AND SOLVE STRESSFUL SOCIAL AND WORK SITUATIONS by completing Assignment Sheets 5 and 6.

6. Based on the content outline, DEFINE AND GIVE EXAMPLES OF ETIQUETTE ON THE JOB by attaining 100 percent accuracy on the Unit Test.

7. Based on the content outline, RECOGNIZE AND SOLVE JOB-RELATED PROBLEMS by completing Assignment Sheets 7, 8, and 9 and DISTINGUISH BETWEEN PERSONAL AND PROFESSIONAL PROBLEMS by attaining 100 percent accuracy on the Unit Test.

8. Based on the content outline, DEFINE THE TERMS MORAL AND ETHICAL AND GIVE EXAMPLES OF PERSONAL QUALITIES RELATED TO SUCCESS ON THE JOB by attaining 100 percent accuracy on the Unit test.

9. Based on the content outline, LIST PERSONAL ACTIONS THAT CONTRIBUTE TO A TEAM EFFORT by attaining 100 percent accuracy on the Unit Test.

10. Based on the content outline, DEMONSTRATE ACKNOWLEDGMENT OF THE RESPONSIBILITY/AUTHORITY OF OTHERS BY FOLLOWING DIRECTIONS by completing Assignment Sheet 10.

11. Based on the content outline, DEMONSTRATE RESOURCE MANAGEMENT SKILLS by completing Assignment Sheets 11, 12, and 13.

12. Based on the content outline, ANSWER QUESTIONS RELATED TO PROFESSIONAL ATTITUDES by attaining 100 percent accuracy on the Unit Test.

13. Based on the content outline, IDENTIFY THE CHARACTERISTICS OF POSITIVE AND NEGATIVE COMPETITION by attaining 100 percent accuracy on the Unit Test.

14. Based on the content outline, DEMONSTRATE BUSINESS BEHAVIOR AS IT RELATES TO GOOD RELATIONSHIPS WITH VENDORS by attaining 100 percent accuracy on the Unit Test.

15. Based on the content outline, LIST SKILLS THAT DENOTE ASSERTIVENESS by attaining 100 percent accuracy on the Unit Test.

16. Based on the content outline, RECOGNIZE CHARACTERISTICS OF DIFFERENT LEADERSHIP STYLES by attaining 100 percent accuracy on the Unit Test.

17. Based on the content outline, DEFINE COMMUNITY AWARENESS AND LIST EXAMPLES by attaining 100 percent accuracy on the Unit Test.

18. Based on the content outline and Transparency Master 2, INTERPRET PAYCHECK INFORMATION by completing Assignment Sheet 14.

19. Based on the content outline, LIST FRINGE BENEFITS AND DESCRIBE THEM by completing Assignment Sheet 15 and attaining 100 percent accuracy on the Unit Test.

20. Based on the content outline and Transparency Master 3, FILL OUT AN APPLICATION FOR A SOCIAL SECURITY NUMBER by completing Assignment Sheet 16 and LIST AND DEFINE FOUR BASIC TYPES OF SOCIAL SECURITY BENEFITS by attaining 100 percent accuracy on the Unit Test.

21. Based on the content outline, RECOGNIZE THE METHODS, INTERESTS, AND CONTRIBUTIONS OF LABOR UNIONS by completing Assignment Sheet 17 and attaining 100 percent accuracy on the Unit Test.

USING HUMAN RELATION SKILLS

UNIT I

SUGGESTED ACTIVITIES

A. Obtain additional materials and/or invite resource people to supplement/reinforce information provided in this unit.

(NOTE: This step should be completed prior to teaching of unit.)

B. Make transparencies.

C. Provide students with Objective Sheet.

D. Discuss Unit and Specific Objectives.

E. Provide students with Information Sheet.

F. Discuss the Information Sheet.

(NOTE: Use transparencies to enhance the information as needed.)

G. Provide students with Assignment Sheets.

H. Integrate the following activities throughout the teaching of this unit:

1. Introduce the unit by explaining the terminology provided in the Information Sheet.

2. Invite guests to talk with class:

   a. A representative from the local Social Security Office to discuss how social security affects workers.
   b. A physician, psychiatrist, or psychologist to discuss stress on the job.
   c. A representative from the local Chamber of Commerce to talk about how the Chamber of Commerce interacts with the community.
   d. One or more local store managers and/or owners to discuss the expectations of their employees.
   e. A local union representative to discuss area concerns.

3. Create a crossword and/or wordsearch puzzle using the terms and definitions in this unit or have the students create a crossword or wordsearch puzzle with the terms.

4. Assist students to role-play the leadership styles.

I. Give test.

J. Evaluate test.

K. Reteach if necessary.

CONTENTS OF THIS UNIT

A. Objective Sheet

B. Suggested Activities

C. Information Sheet

D. Transparency Masters

  1. TM 1--Steps in Decision Making
  2. TM 2--Interpreting Your Paycheck
  3. TM 3--Your Social Security Card

E. Assignment Sheets

  1. Assignment Sheet 1--Complete Forced Choice Values Test
  2. Assignment Sheet 2--Building A Pyramid of Personal Values
  3. Assignment Sheet 3--Plan to Reach Your Goals
  4. Assignment Sheet 4--Identify a Problem and Decide on a Solution
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  13. Assignment Sheet 13--Complete Aptitude Test for Managing Money
  14. Assignment Sheet 14--Interpret Paycheck Information
  15. Assignment Sheet 15--Count Your Fringes
  16. Assignment Sheet 16--Fill Out an Application for a Social Security Number
  17. Assignment Sheet 17--Describe the Significance of Labor Laws to Unions

F Answers to Assignment Sheets

G. Unit Test

H. Answers to Unit Test

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USING HUMAN RELATION SKILLS

UNIT I

INFORMATION SHEET

I. Terms and definitions

(Objective 1)

A. Budget--a plan or scheme which sets priorities for financial resources.

B. Decision--an opinion or choice decided upon. Action a person has taken, or will take, to meet goals.

C. Goal--an object or end.

D. Leisure--free time not taken up with work or duty. Time when a person may rest or do what he/she wants to do.

E. Standard--a common measure of comparison to determine quantity, quality, and/or value.

F. Work--the use of energy or skill in doing or making something; labor.

G. Value--an idea, belief or quality that is important to a person.

H. Vendor--a person who sells; a manufacturer, wholesaler, importer, or merchant from whom merchandise is purchased.

II. Identifying personal values

(Objective 2; AS 1, 2)

A. What values are:

1. Values are personal guides that people develop over time. A value is an idea, belief, or quality that a person considers important.
2. Values are learned. They come from family, friends, religion, home, school, television, neighbors, and the community. Some common values are:
    a. Education
    b. Religion
    c. Work
    d. Family life
    e. Health
    f. Honesty
    g. Freedom
    h. Money
    i. Democracy
    j. Self-respect
    k. Safety
    l. Beauty
    m. Owning a house
    n. Free time
    o. Popularity

B. Life values and work values:

1. Life value--beliefs about what is important in life.
2. Work value--beliefs about what is important in work.

(NOTE: Life values can be met through work, if they are related to work values.)

C. Values are necessary for goal setting

III. Personal goal planning

(Objective 3; AS 3)

A. What goals are:

1. A goal is an end. It is something a person wants to attain, accomplish, or become. Goals need to be realistic and flexible to keep up with today's rapidly changing world.
2. Goals can give an individual a sense of control over his/her life and future.
3. Behavior can be directed by working toward a goal.

B. Types of goals:

1. Short-range goals--take a short time to reach, complete, or fulfill.
2. Intermediate goals--tasks to accomplish along the way to a long-range goal; they set a direction for growth and possible change.
3. Long-range goals--take a greater amount of time to reach or complete.
4. Career goal--anything a person wants to do, to become, or to have as a life occupation.

C. An individual needs to clarify personal goals before deciding what career activities will be used to meet career goals.

IV. Decision making

(Objective 4; TM 1; AS 4)

A. Decisions should be based on values and goals.

B. A six-step approach to decision making:

1. State the problem in a clear and concise manner.
2. Identify the facts without prejudice, opinion, or emotion; arrange the facts according to importance.
3. Identify the overall objective; it may be broad or specific.
4. Identify possible solutions.

5. Select the best solution, and put it into action.
6. Evaluate the decision and process; if desired, alter or change to fit personal needs.

C. Guidelines for decision making:

1. Avoid making decisions while under stress. Delay until the problem, facts, and objective can be identified rationally without anger or emotion.
2. Avoid making snap decisions. Decisions made without adequate information are guesses.
3. Make a decision when it is needed. Unnecessary delays allow unfinished business to accumulate.
4. Consult others if they will be affected by the decision. If possible, involve them in the decision-making process.
5. Base decisions on the facts available at the time the decision is needed. A person will never have all the facts!

V. Stress and stressful situations

(Objective 5; AS 5, 6)

A. Stress is worry or strain caused by new or difficult situations.

B. Physical signs of stress:

1. Headaches and backaches
2. Skin rashes, hives, and/or pimples
3. Change in eating habits, especially compulsive eating or inability to eat
4. Dizziness
5. Upset stomach
6. Muscle tension
7. Exhaustion
8. Sleeplessness

C. Emotional signs of stress:

1. Carelessness about mistakes
2. Depression
3. Anger
4. Criticism of others
5. Restlessness
6. Crankiness
7. Boredom

D. Causes of stress:

1. Divorce (self, parents, close friend)
2. Injury or illness (self, relative, close friend)
3. Change in job

4. Marriage
5. Death (relative, spouse, close friend)
6. Change in appearance
7. Trouble with the law
8. A new child
9. Change in salary

E. On the job, stress is found in situations of change and conflict.

1. Change--to make or become different; implies either radical alteration of character or replacement with something else.
2. Conflict--sharp disagreement or collision of interests or ideas; emphasizes the process rather than the end.

F. Avoid conflict by:

1. Fitting in and getting along--be friendly to everyone; do not become involved in feuds.
2. Being tactful--sense what you are going to do or say to maintain good relations with others; avoid being offensive.
3. Trying not to change others with criticism.

(NOTE: If criticism is necessary, criticize the work or action--not the person.)

G. Tips for dealing with stress:

1. Prepare for the future and upcoming events.
2. Talk about the problem; discuss it with a professional if necessary.
3. Express your anger.
4. Work off steam; have an emotional outlet.
5. Take time to relax, avoid fatigue, balance work with play.
6. Set goals; plan/schedule day's events.
7. Take care of physical self.
8. Do things for others; work with others.
9. Don't fight the problem, it won't change the situation.
10. Take action instead of being anxious.
11. Avoid being overly sensitive.

VI. Social etiquette

(Objective 6)

A. Social etiquette--the forms, manners, and ceremonies established by convention as acceptable, or required, in professional, official, and social life.

B. Job etiquette--specific instructions in manners are often given to new employees: for example, dress code and telephone policies.

C. Manners include:

1. Consideration for the feelings and property of others
2. Helping others feel comfortable
3. Not embarrassing or humiliating others
4. Respecting others

D. Introducing another person/colleague. Some people find introductions awkward. Follow these two guidelines for correct introductions:

1. Decide which person you want to honor, or which has the highest rank. (Example: you want to introduce your boss to your minister.)
2. Say that person's name first. (example: "Mr. Bock, this is my minister, Rev. Jane Smith. Rev. Smith, this is Mr. Bock.")

E. Common courtesies when working with others:

1. Be dependable
2. Desire to succeed
3. Be enthusiastic
4. Have foresight
5. Be friendly
6. Maintain self-control
7. Have a sense of humor
8. Be honest
9. Show initiative
10. Maintain good health
11. Be neat
12. Be open minded
13. Be punctual
14. Be tactful

F. Smoking

1. Limit smoking to designated areas so that nonsmokers will not have to tolerate the smoke.
2. Many employers prohibit smoking in work areas; if in doubt, ask about the rules.
3. Remain seated, or stand in one place, to finish a cigar/cigarette; it is awkward and dangerous to walk with a lighted cigar/cigarette.
4. Avoid smoking in a windy area.
5. Check for an ashtray before lighting a cigar/cigarette; if there is no ashtray in sight, ask whether smoking is permitted.
6. Empty the ashtray regularly.

G. Chewing gum

1. Very few businesses approve of chewing gum, especially if customers frequent the offices.
2. Chewing gum immediately after meals to help clean teeth or freshen breath should be done in the restroom or in private.
3. When throwing gum away, wrap it in paper.

H. Alcoholic beverages

1. It is always proper to refuse a drink.
2. It is not appropriate to drink alcoholic beverages on the job.
3. At social gatherings hosts and hostesses should provide non-alcoholic beverages for those who do not wish to drink.

I. Foul language--offensive language should be avoided in the workplace.

J. Personal calls--some organizations have specific rules about personal telephone calls during work hours. Even if there are no specific rules in your organization, limit personal calls during working hours to necessary business.

VII. Personal and professional problems

(Objective 7; AS 7, 8, 9)

A. Personal problems are private concerns of an individual.

B. Professional problems are concerns an individual has about their job or career.

C. Work performance can be affected by problems in your personal and family life.

D. If you use your own time to take care of personal matters, you will be recognized as efficient and conscientious.

VIII. Moral and ethical behavior

(Objective 8)

A. Defining the terms moral and ethical

1. The term moral implies conformity with a personal or generally accepted standard of goodness or rightness in behavior or character.
2. The term ethical implies conformity with an elaborated code of moral principles, often the code of a

particular profession.

3. An individual's morality means following the standards the individual believes are right.

B. Success-related personality qualities are highly prized by employers for their:

   1. Dedication
   2. Loyalty
   3. Honesty
   4. Conscientiousness

C. Building a personal image. An individual's success at work depends on the impressions employers have about the employee's standards of conduct. Factors to consider:

   1. Dishonesty
      a. Petty theft (theft of something of little value) is a great problem for employers. Even petty theft is a criminal offense.
         1) Shoplifting merchandise in retail businesses
         2) Employee theft of supplies, equipment, and materials.
      b. Expense account abuse
         1) Most employees who do business out of the office are reimbursed by their employer with an expense account for travel, meals, and lodging.
         2) Employees are required to keep personal records and report their expenditures.
         3) Some employers have detailed rules and record-keeping methods to protect themselves from employees who might use the expense account system to obtain extra income.
         4) An employee should learn what the employer expects and avoid situations that can damage his/her reputation for honesty.
      c. Perquisites (sometimes known as perks)
         1) Something in addition to regular pay resulting from one's position or employment, such as a privilege or benefit (discounts, tips, free meals).
         2) Although many perquisites have nothing to do with a person's moral standards, there is often an opportunity for abuse.
   2. Dedication
      a. Conserve and use time efficiently.
      b. Do a good, not average, job.
      c. Have determination--the urge to get things done.

IX. Teamwork

(Objective 9)

A. Cooperation--on the job, teamwork is based on cooperation.

B. Team players--each employee should think of him/herself as playing a certain position on the employers' team.

C. Giving and receiving help--ask for help if it is needed. Help others when possible. A group can often do more than one person.

D. Resolving disagreements--if disagreements occur about the right way to do a job, a little give and take between co-workers can help get the job done and create a less stressful work environment.

X. Following directions

(Objective 10; AS 10)

A. An employee is expected to follow directions, whether or not the reasoning behind the direction is understood.

B. Suggestions from new employees for new ways of doing tasks are sometimes resented. Be careful!

XI. Resource management

(Objective 11; AS 11, 12, 13)

A. There are three basic kinds of resources:

1. Human: time, energy, knowledge, skills, work attitudes, work habits
2. Material: supplies, tools, equipment, money
3. Community: schools, hospitals, shopping centers, bus lines, parks, health clinics, consumer agencies

B. Effective management is the result of effective planning.

C. Steps in effective time management. An employee should be aware of time and its value. Identify ways of measuring and improving the use of time to be more productive.

1. List tasks to be done.
2. Estimate the time each task will take.
3. Develop a plan.
    a. Sequence the tasks
        1) What has to be done first?
        2) What should be done?
        3) What would be nice to do?

        - b. Alternate heavy work with lighter tasks.
            - 1) What time are you most productive in your workday? (When you are full of energy; do difficult tasks)
            - 2) When do you have a lot of interruptions? (Do routine tasks)
            - 3) When do you have the fewest interruptions? (Do tasks which require concentration)
        - c. Be flexible in scheduling.
        - d. Set realistic deadlines.
    - 4. Put the plan in action.
    - 5. Evaluate the plan.
        - a. Look at the results.
        - b. Did you meet recent deadlines?
        - c. How could the plan be improved?

D. Steps in effective money management

- 1. Benefits of managing money:
    - a. Managed money is predictable. You will know where the money is coming from and when to expect it.
    - b. A plan for money allows for necessities to be met first, then comforts, self-improvements, and luxuries.
    - c. A money plan helps build desirable spending and saving habits.
- 2. Research personal expenses.
    - a. Effective money management requires keeping records on how and where money is spent.
    - b. Information from these records will help you in planning a budget.
- 3. Plan your budget.
    - a. Estimate your income (salary/wages, dividends, interest, bonuses, other).
    - b. Plan your expenditures.
        - 1) Fixed expenses--house payment, utilities, etc.
        - 2) Occasional expenses--car/house insurance, taxes, licenses
        - 3) Variable expenses--food, clothing, personal allowance
        - 4) Savings account, bonds, IRA's
- 4. Implement your budget--put it in action.
- 5. Evaluate--is the budget working for you, your family, your lifestyle, your income?

XII. Economic alertness

(Objective 12)

A. Employers expect a fair return on their investments--In today's business world, you represent a cash investment to your employer.

B. Employers expect employees to have a professional attitude. You want to do good work because you feel your work is important. Signs of a professional attitude include:

1. While working, you do the company's work.
2. Taking proper care of yourself.
3. Taking proper care of supplies, equipment, and materials.
4. Helping the company develop a good public image.
5. Being dependable--do what you say you will do.
6. Coming to work on time--if you start work at 8:00 a.m., you should be there at 8:00 a.m.
7. Using the company's time and resources efficiently.

XIII. Competition

(Objective 13)

A. Competition can be negative or positive.

B. Negative competition is the use of force, threats, punishments, and deceit to limit the options of others. This may be successful for a limited time, but the "loser" will eventually get even with the "winner" and all real productivity in the organization will cease.

C. Characteristics of a negative competitor:

1. Tries to mislead others by giving incomplete or false information
2. Feels suspicious and hostile
3. Focuses on ways that the power, values, and beliefs of others differ from his/her own.
4. Has a win/lose attitude--"if I get what I want, then they can't get what they want."
5. Is unwilling to share.

D. Positive competition

1. Workers match abilities and try to succeed without dishonesty or spite.
2. It is the drive that keeps business stimulating and exciting at the individual as well as the business level.

E. Characteristics of a positive competitor:

1. Uses creativity.
2. Promotes progress.
3. Uses inventiveness.
4. Has a win/win attitude--"if I get what I want, then they will all get what they want."

(NOTE: Compromise may be required for a win/win outcome--each individual does not insist on having everything his/her own way, but everyone gets something he/she wants.)

XIV. Developing positive vendor relations

(Objective 14)

A. Attend market shows.

B. Participate in vendor-sponsored training sessions.

C. Find out whether vendor is open to negotiation.

D. Negotiate without consideration of possible gifts or kickbacks from vendors.

E. Use a win/win negotiation style.

F. Treat vendors fairly, with courtesy, and respect.

XV. Assertiveness

(Objective 15)

A. Skills for assertiveness

1. Express your opinions--tell others what you think; ask questions if something is unclear.
2. Listen to the opinions of others; understand their point of view. Learn to compromise; reach an agreement by giving in part way to the other party.
3. Learn to say "no," to control your own time. If others ask for help, consider whether you have the time and energy for another project and whether this project fits your goal plan. If not, say "no" firmly, but kindly.

B. Characteristics of assertive people

1. Have strong and deep relationships.
2. Are more productive on the job.
3. Manage their time wisely.
4. Satisfy themselves and others.

XVI. Leadership

(Objective 16)

A. Characteristics of leaders:

1. Leaders have the ability to inspire confidence and loyalty. Others follow them willingly to achieve a

desired goal.

2. Exhibit leadership skills which they have learned and practiced. They are not necessarily born leaders.
3. Are not necessarily the ones who have, or are given, authority.

B. An effective leader is:

1. Caring--takes an interest in, and shows a positive attitude toward self and others. Concerned; willing to get involved.
2. Dependable--reliable; can be counted on.
3. An effective communicator--gets information across so that it is understood by others; uses humor, sympathy, etc. to express understanding.
4. Flexible--is able to adapt or change; willing to involve others and make decisions.
5. Independent--gets things done without needing to be told. Goes above and beyond what is expected; takes responsibility.
6. Mature--fully developed, both mentally and physically; wise.
7. Motivated--has the desire to do things.
8. Optimistic--believes that there is more good than bad in the world.
9. Persevering--persistent, steadfast, tenacious.
10. Self-confident--self-reliant; able to make a decision and stick by it, even if the majority does not agree.

C. Leadership styles

1. Use of leadership styles.
    a. Any leadership style can have a negative effect on the group effort if taken to an extreme.
    b. A leader can use more than one style.
    c. An effective leader knows which style is appropriate for which situation.
2. "Me-centered"--one person has all the power and makes all the decisions.
    a. This style may be appropriate when:
        1) The group is hostile or insecure.
        2) There are many differing opinions or beliefs.
        3) There is an emergency.
    b. A "me-centered" leader:
        1) Closely supervises the group.
        2) Does not let others have a say in the planning, organizing or control of the group.
        3) Is more interested in getting the job done than respecting the feelings of others.
3. "You-centered" leader--very little control by the

leader; allows people to "do their own thing" most of the time.

- a. This style may be appropriate when:
  - 1) There is plenty of time available for decisions to be made and carried out.
  - 2) The group is made up of responsible people who can and like to work alone.
- b. A "you-centered" leader:
  - 1) Exhibits loose, if any, supervision of the group.
  - 2) Lets others make and carry out the decisions.
  - 3) Is open to the feelings of others.

4. "We-centered" leader--the entire group is involved in decision making; individual opinions are considered.
   - a. This style may be appropriate when:
     - 1) Plans and work are going well.
     - 2) The group is made up of cooperative individuals.
   - b. A "we-centered" leader:
     - 1) Listens to others.
     - 2) Allows expression of ideas, opinions, and individual differences.
     - 3) Considers the feelings of others. He/she is quick to compliment and tactful when criticizing.
     - 4) Supervises only as needed, allows group members to use their own judgment.
5. Tips for developing leadership skills.
   - a. Become a good follower.
   - b. Learn your strong and weak points.
   - c. Take responsibility for decisions and actions.
   - d. Be a good listener. Understand both verbal and nonverbal messages.
   - e. Be fair.
   - f. Listen to and respect the opinions of others.
   - g. Encourage others to share responsibilities with you.
   - h. Be aware of, and use the talents of, each person in the group.
   - i. Act calmly under pressure or in stressful situations.
   - j. Gain self-confidence by expanding abilities and experiences; stay informed.
   - k. Be willing to work harder than anyone else.
   - l. Stick with your decisions even though the majority may disagree with you (but be sure you have examined all alternatives).
   - m. Be enthusiastic and optimistic.
   - n. Be willing to take planned risks.
   - o. Be trustworthy; do what you say you are going to do.

p. Be persistent; keep working until you reach the goal.
q. Know when to adapt or change decisions if new alternatives arise.

XVII. Community awareness

(Objective 17)

A. Civic or social awareness is achieved when you broaden your outlook from the workplace to the community where you live and work.

B. Companies and businesses are judged partly by the relationship they have with the community.

C. Opportunities for positive relations with the community include:

1. Safe, healthy working conditions for employees.
2. Parties, picnics, etc. for employees and their families.
3. Offering the services of the organization when a need is seen. (For example, many local hospitals offer to x-ray Trick or Treat bags on Halloween. Many physicians' offices buy and distribute "Mr. Yuk" stickers for labeling bottles with poisonous contents for easy identification by children.)
4. Individuals or official company representatives may present career information at local high schools and, when appropriate, at elementary and nursery schools.

D. As an adult you can serve your community by:

1. Becoming involved in a civic organization.
2. Answering requests for information.
3. Obeying the laws of the community.
4. Setting a good example in conduct and speech.

XVIII. Compensation for working

(Objective 18; TM 2; AS 14)

A. Paycheck:

1. Depending on company policy, you will receive a paycheck either weekly, bi-weekly, or monthly. The amount of your paycheck will depend upon the agreement that you made with your employer when you were hired.
   a. Some employees are paid a certain dollar amount for each hour or part of an hour worked on the job. You will be required to keep track of the

number of hours you work, either on a time sheet or by punching in on a time clock.

b. Some employees are paid a certain set amount regardless of the number of hours worked. This arrangement is usually for higher level jobs where employees are expected to work extra hours when necessary to finish a job by a certain time.

c. Some employees are paid by the number of pieces that they make. This arrangement is called "piece work" and is not as common as it once was. Employees paid this way usually work out of their homes or in factories.

B. Gross pay/net pay

1. Gross pay is the actual amount of money earned for a certain time period. By law, overtime and tips, as well as regular pay, are included in gross pay.
2. Companies are required to take certain deductions out of your paycheck before they give it to you. These deductions are determined by your agreement with your employer, the number of hours you work, and the amount of money you make. Examples of common deductions include taxes, union dues, social security, insurance premiums, and savings deposits.
3. Net pay is the amount of your paycheck. It is sometimes referred to as "take-home pay." Net pay equals gross pay minus deductions.

C. Information on a paycheck stub includes:

1. Company name
2. Employee name
3. Employee social security number
4. Dates of pay period
5. Regular hours and wages
6. Overtime hours and wages
7. Year-to-date information
8. Federal and state income taxes
9. Local taxes
10. Social security taxes
11. Other deductions (such as insurance, savings)

D. Maintaining pay records

1. Paycheck stubs should be kept for reference. They may be used when filing income tax or for verifying social security contributions.
2. If cash is received instead of a paycheck, ask the employer which deductions are being made and keep a record of them.

XIX. Fringe benefits

(Objective 19; AS 15)

A. Description of fringe benefits

1. Employees often receive more from their job than just a paycheck. Most employers offer other benefits which add considerably to a worker's real income. These are called "fringe benefits."
2. Many employers now pay an additional $20 in employee fringe benefits for every $100 they pay in wages.

B. Types of fringe benefits include:

1. Major medical insurance--covers all or part of doctor bills, surgical fees, medication, and tests. Often offered at a discount due to the large number of people insured.
2. Paid vacations and holidays--the amount of vacation time depends on the number of years of service and company policy. Most employers establish certain-holidays when all (or most) employees are given time off with pay.
3. Sick leave--a certain number of days when the employee is permitted to be absent because of illness without loss of pay.
4. Company payments for schooling--some companies pay part or all of tuition to workers who continue their education.
5. Workmen's compensation--paid by the employer to provide money and medical care (benefits) to workers (and their families) who are injured on the job.
6. Retirement/pension plan--workers receive an income upon retirement after working a certain number of years--contributions are made by the employer and the employee.
7. Profit-sharing--a percentage of the company's profit distributed to employees in either cash or company stock.
8. Discount privileges--employees are able to buy products at a lower price.
9. Credit Union--an institution run by employees where employees can borrow money at low interest rates and save money at reasonable to high interest rates.
10. Life insurance--employees receive a reduced rate on their premiums. Premiums are either paid from deductions in wages, by the employer, or a combination.
11. Savings bonds--some employers make it possible for their employees to purchase United States Savings Bonds through payroll deductions.
12. Tenure--guaranteed lifetime employment after a trial period is fulfilled.

XX. Social security

(Objective 20; TM 3; AS 16)

A. Explanation of social security

1. The federal government makes sure every worker in this country is saving for old age and emergencies through the social security program. The official name of the social security program is "The Old Age, Survivors, Disability, and Health Insurance Program (OASDHI)."
2. The four basic types of benefits provided are:
   a. Disability insurance benefits--payments received when a worker becomes disabled. Factors affecting the benefits include: workers birth date, age when disability began, and the type of disability.
   b. Retirement benefits--to be thought of as supplemental income during retirement; benefit checks are received monthly after the worker reaches a certain age.
   c. Survivors' insurance benefits--the family of an insured worker who dies can receive financial assistance; guidelines and circumstances determine the survivors' eligibility and the amount of benefits.
   d. Medicare--a health-insurance plan for eligible recipients which covers part of the cost of hospital expenses, doctor bills, and other medical services.

B. Worker eligibility requirements

1. Have worked in occupation(s) "covered" by social security.
2. Have contributed a certain amount of money to the social security fund over a period of years.

C. Building protection

1. An individual or his/her family will receive monthly cash benefits after credits have been built up.
2. Credits are built up for each quarter (three month period) worked. Four quarters equals one year of credit.
3. A worker is "fully insured" for life after earning ten years of credit.
4. The amount of benefits a worker and his/her family receives is based on contributions made to the system during the working years.
5. Anyone entitled to any benefits must apply for them by contacting the local Social Security Office.

6. Once earned, social security protection stays in effect even if an individual moves, changes jobs, or becomes unemployed.

D. Social security card

1. A social security number and card is needed before beginning work in most jobs.
2. Social security numbers can be obtained by applying at any post office or Social Security Office. The process usually takes three to four weeks. (NOTE: Look in the phone book for the office nearest you.)
3. A social security number:
    a. Is required for anyone earning any money in wages or interest.
    b. Is good for life.
    c. Serves for federal income tax purposes.
    d. Is used to identify earnings records.
    e. Is issued by the Social Security Administration.

XXI. Labor unions

(Objective 21; AS 17)

A. Terms and definitions

1. Labor union--an association organized of workers to promote and protect the welfare, interests, and rights of its members, primarily by collective bargaining.
2. Collective bargaining--talks between organized workers and their employer(s) to reach agreements on wages, hours, and working conditions.
3. Yellow dog contracts--now illegal; an employer-employee contract whereby a job applicant agrees not to join a labor union while employed.
4. Union labels--an emblem that identifies merchandise that is union made.
5. Rank-and-file--the ordinary people who form the majority of a union, as distinguished from its leaders/officials.

B. The significance of labor unions

1. Membership in labor unions in the United States has grown from nearly three million workers in the early 1930s to 17 million workers in 1981.
2. The benefits from labor unions are enjoyed by everyone through better working conditions, free public education, higher wages, health and welfare services, child labor legislation, and greater job security.

3. In recent years, unions have become increasingly active in political matters.
4. The union to which a worker belongs varies by industry, occupation, and geographical area.
5. The majority of organized workers are members of national unions affiliated with the American Federation of Labor--Congress of Industrial Organizations (AFL-CIO). The Teamsters and the United Auto Workers are not affiliated with the AFL-CIO.

C. Background of present day unions

1. Labor unions were first organized in the mid-1800s around crafts and trades.
2. These unions were primarily interested in job security, shorter working hours, and higher wages.
3. The acceptance of labor unions as a bargaining agency came after a long struggle. The conflict between labor and management has been bitter, and sometimes, bloody.
    a. Unions have waged their battle for recognition, higher wages, and shorter hours by employing devices such as strikes, boycotts, picket lines, and union labels.
    b. Management fought for its interests by court injunctions, "yellow dog" contracts, blacklists, and by hiring strike breakers.
4. The effectiveness of the methods used by both sides has depended largely upon the economic condition of the country at the time.
5. The American Federation of Labor (AFL) was founded in 1886. It was organized as an association of craft/trade unions. Samuel Gompers was the first president.
6. As a general policy, the AFL confined its membership to workers in skilled trades. However, it did admit a few unions in which workers were organized by industry rather than trade. A number of attempts made to organize other industrial-type unions failed.
7. The "Committee for Industrial Organization" was formed in 1935. Its stated purpose was to promote the organization of workers in mass-production and unorganized industries and to encourage their affiliation with the American Federation of Labor.
8. The "Committee" held a constitutional convention in 1938 and the Congress of Industrial Organizations (CIO) was formed with John L. Lewis as the president.
9. The CIO's membership grew second to that of the AFL, producing a rivalry between the two labor unions.
10. In 1955, the presidents of the AFL and CIO met and approved a formula for merger of the two unions.

D. Objectives

1. Unions are interested in change and reform for the betterment of workers.
    a. Continued higher wages and better working conditions.
    b. Protection of the rights and privileges of employees.
2. Unions have an interest in political matters at all levels.
3. Unions strive to limit the absolute powers of management in matters that affect workers.
4. Unions attempt to make their members realize their importance and worth in a "mass production" environment.

E. Union methods and activities

1. Collective bargaining--talks which usually result in a collective agreement or union contract--a written impression of terms agreed upon; it is the foundation of labor-management relations.
2. Strikes
    a. Strikes occur when unions try to force management to an agreement.
    b. Employees on strike receive no wages but may receive some pay from the union. This pay is referred to as union pay or strike benefits.
    c. Types of strikes
        1) Bargaining strike--when, during a dispute, employees stop working to force their employer to meet the union's demands.
        2) Sympathy or general strike--when a union goes on strike in support of the strikers in another union.
        3) Sit-down strike--when workers stay on the employer's premises, but refuse to work.
        4) Jurisdictional strike--when unions disagree among themselves over the right to organize a certain industry.
        5) Wildcat strike--when employees strike without the approval of the union and, therefore, receive no strike benefits.
        6) Outlaw strike--when employees walk off their jobs without a vote by union members to strike.
3. Picket line--a method used by labor unions to support their cause and to attract the attention of the public at the strike site by having people carry signs in support of the strike or grievance.
4. Union labels--used by unions, who depend upon their members' buying power, to support their cause and to support employers who hire only union labor.

5. Unions encourage workers to join their organizations. These attempts have resulted in:
    a. Closed shops--where the employer can only hire union employees (now illegal in many states).
    b. Open shops--where union membership is optional for the worker; it is not required in order to hold the job.
6. "Right-to-work" laws state that a worker cannot be required to join a union. This law exists in many states.

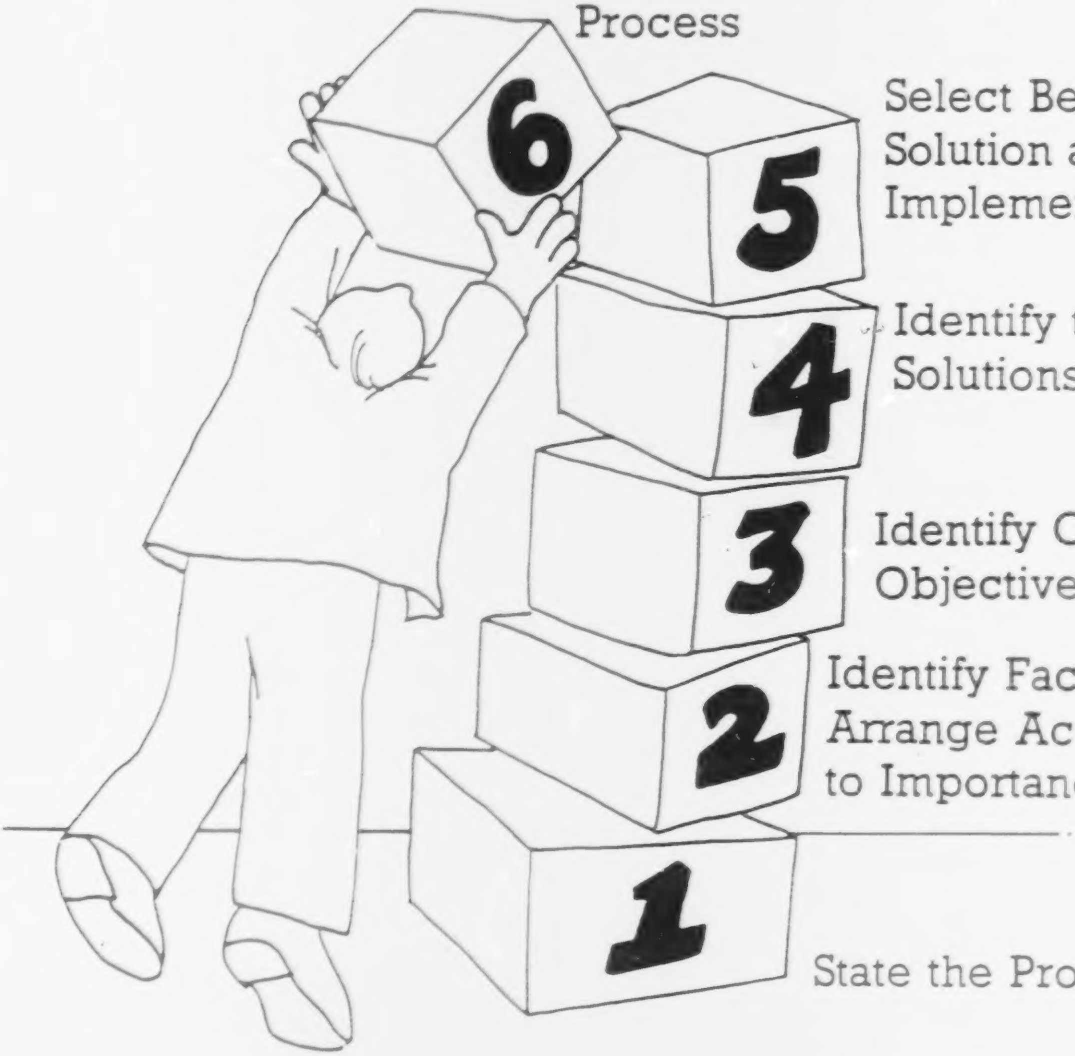
F. Labor laws and their significance to unions

1. National Labor Relations Act (Wagner Act of 1935)
    a. Created the National Labor Relations Board.
    b. Guaranteed the right of workers to organize unions and the right of these unions to bargain collectively with employers.
2. Taft-Hartley Act of 1947 (Labor Management Relations Act)
    a. Passed to restore the balance between labor unions and management.
    b. The provision of the Wagner Act remain in force, except where amended by the Taft-Hartley Act.
    c. Added "unfair union practices" such as featherbedding.
    d. Outlawed the closed shop.
    e. Provided that the President of the United States can call off a strike if national security is in jeopardy.
3. Landrum-Griffin Act of 1959 (Labor-Management Reporting and Disclosure Act)
    a. Deals with internal union affairs by providing laws to safeguard the rank-and-file members of the unions and their officers.
    b. Gives union members the right to participate in union affairs, to be informed of union agreements and to have fair hearings in disciplinary actions.
    c. Unions must file a detailed report of their internal affairs with the Secretary of Labor. Any changes which occur must be reported annually.
    d. Unions must also file an annual financial report with the Secretary of Labor that includes information on salaries paid to officers and on employees who receive more than $10,000 a year from the union.
    e. Requires employers to report annually any payments made or received, which relate in any way to the rights of the employees to organize and to bargain collectively.

4. The Fair Labor Standards Act of 1938 (Wage and Hour Laws)
    a. Generally deals with businesses in interstate commerce or in the manufacture of goods shipped in interstate commerce.
    b. Also covers some retail establishments with a prescribed sales volume limit.
    c. Deals with overtime and minimum wage rates.
5. Laws dealing with discrimination
    a. The Equal Pay Act of 1963--Employers are not permitted to pay different wages to male and female employees doing the same work.
    b. Civil Rights Act of 1964--(Equal Employment Opportunity). Prohibits employers from discriminating against applicants or employees because of sex, race, color, religion, or national origin.
    c. Discrimination in Employment Act of 1968--makes it illegal for employers, unions and employment agencies to discharge, refuse to hire, or otherwise discriminate against persons aged 40 to 65.

TM 1

Steps in Decision Making



Evaluate the
Decision and the
Process

Select Best
Solution and
Implement it

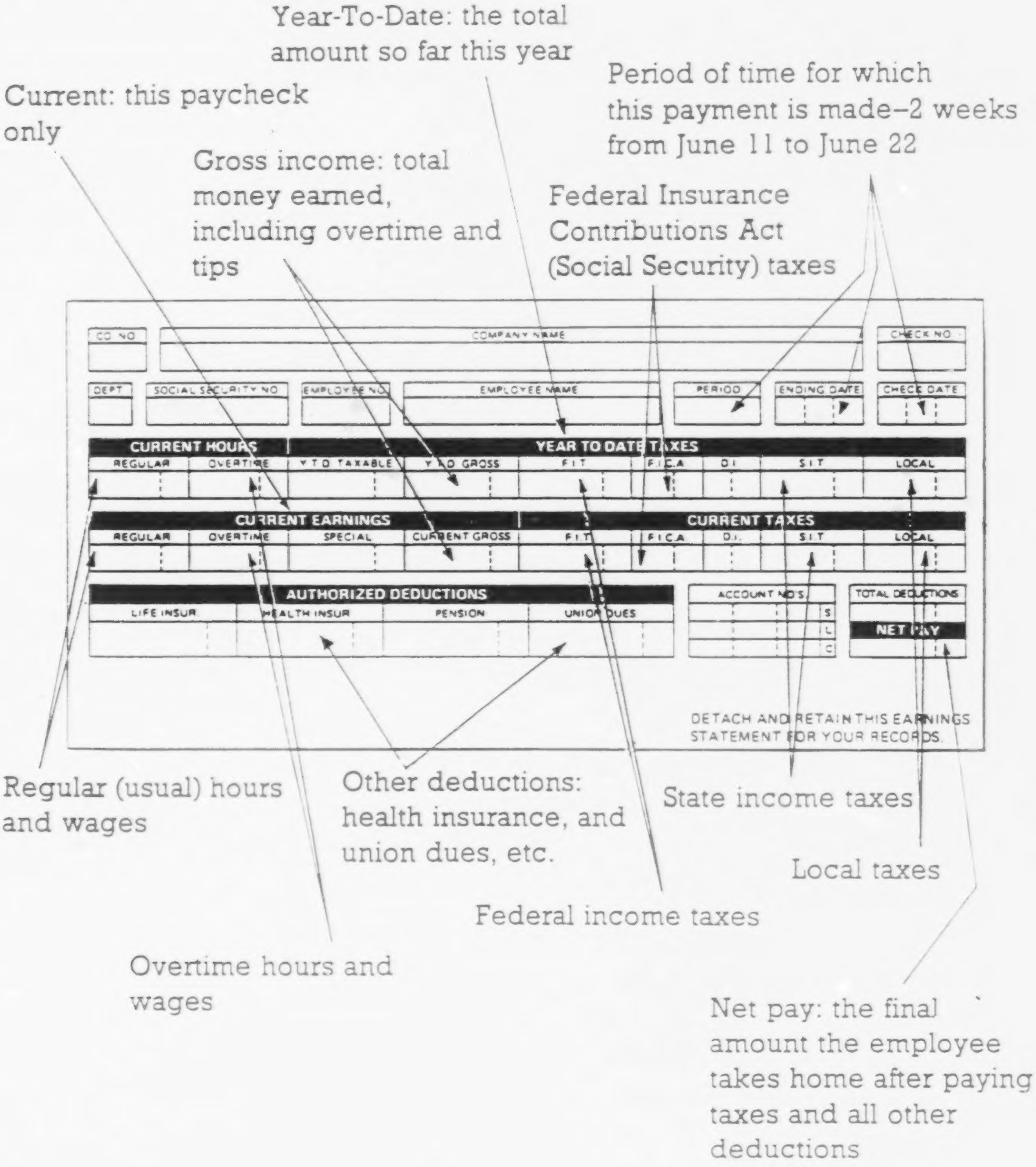
Identify the
Solutions

Identify Overall
Objectives

Identify Facts and
Arrange According
to Importance

State the Problem

Interpreting Your Paycheck


CO. NO.
COMPANY NAME
CHECK NO.
DEPT.
SOCIAL SECURITY NO.
EMPLOYEE NO.
EMPLOYEE NAME
PERIOD
ENDING DATE
CHECK DATE
CURRENT HOURS
REGULAR
OVERTIME
YEAR TO DATE TAXES
Y.T.D. TAXABLE
Y.T.D. GROSS
F.I.T.
F.I.C.A.
D.I.
S.I.T.
LOCAL
CURRENT EARNINGS
REGULAR
OVERTIME
SPECIAL
CURRENT GROSS
CURRENT TAXES
F.I.T.
F.I.C.A.
D.I.
S.I.T.
LOCAL
AUTHORIZED DEDUCTIONS
LIFE INSUR.
HEALTH INSUR.
PENSION
UNION DUES
ACCOUNT NO'S.
S
L
C
TOTAL DEDUCTIONS
NET PAY
DETACH AND RETAIN THIS EARNINGS STATEMENT FOR YOUR RECORDS.

Year-To-Date: the total amount so far this year

Current: this paycheck only

Period of time for which this payment is made–2 weeks from June 11 to June 22

Gross income: total money earned, including overtime and tips

Federal Insurance Contributions Act (Social Security) taxes

Regular (usual) hours and wages

Other deductions: health insurance, and union dues, etc.

State income taxes

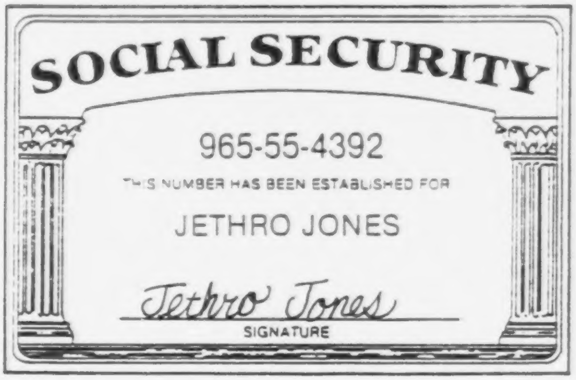
Local taxes

Federal income taxes

Overtime hours and wages

Net pay: the final amount the employee takes home after paying taxes and all other deductions

Your Social Security Card



SOCIAL SECURITY

965-55-4392

THIS NUMBER HAS BEEN ESTABLISHED FOR

JETHRO JONES

Jethro Jones

SIGNATURE

This assignment sheet is for the student's own
use and should not be collected or graded.

USING HUMAN RELATION SKILLS

UNIT I

ASSIGNMENT SHEET 1--COMPLETE FORCED CHOICE VALUES TEST

Directions: Circle the number preceding one of the two choices in each category. You must choose one number in each pair of items.

1---to be reasonably sure about the future for myself and my family.
12---to do things well.

3---to have other people think well of me.
5---to have as much freedom as possible to do the things I want to do.

11---to have as many good things as possible.
12---to do things well.

6---to do new and different things often.
11---to have as many good things as possible.

7---to have friends.
10---to keep things neat, orderly, and organized.

6---to do new and different things often.
8---to create an atmosphere that makes family life satisfying.

3---to have people think well of me.
9---to do what is right according to my beliefs.

8---to create an atmosphere that makes family life satisfying.
10---to keep things neat, orderly, and organized.

4---to do things for my family and others.
11---to have as many good things as possible.

10---to keep things neat, orderly, and organized.
12---to do things well.

2---to have influence with people.
11---to have as many good things as possible.

4---to do things for my family and others.
10---to keep things neat, orderly, and organized.

2---to have influence with people.
12---to do things well.

4---to do things for my family and others.
12---to do things well.

4---to do things for my family and others.
7---to have friends.

5---to have as much freedom as possible to do the things I want to do.
8---to create an atmosphere that makes family life satisfying.

2---to have influence with people.
3---to have people think well of me.

7---to have friends.
8---to create an atmosphere that makes for satisfying family living.

5---to have as much freedom as possible to do the things I want to do.
12---to do things well.

3---to have people think well of me.
11---to have as many good things as possible.

6---to do new and different things often.
12---to do things well.

9---to do what is right according to my beliefs.
12---to do things well.

1---to be reasonably sure about the future for myself and my family.
10---to keep things neat, orderly, and organized.

3---to have people think well of me.
8---to create an atmosphere that makes family life satisfying.

5---to have as much freedom as possible to do the things I want to do.
6---to do new and different things often.

6---to do new and different things often.
10---to keep things neat, orderly, and organized.

1---to be reasonably sure about the future for myself and my family.
5---to have as much freedom as possible to do the things I want to do.

3---to have people think well of me.
6---to do new and different things often.

5---to have as much freedom as possible to do the things I want to do.
7---to have friends.

10---to keep things neat, orderly, and organized.
11---to have as many good things as possible.

2---to have influence with people.
4---to do things for my family and others.

8---to create an atmosphere that makes family life satisfying.
9---to do what is right according to my beliefs.

8---to create an atmosphere that makes family life satisfying.
12---to do things well.

4---to do things for my family and others.
5---to have as much freedom as possible to do the things I want to do.

9---to do what is right according to my beliefs.
11---to have as many good things as possible.

1---to be reasonably sure about the future for myself and my family.
2---to have influence with people.

9---to do what is right according to my beliefs.
10---to keep things neat, orderly, and organized.

6---to do new and different things often.
7---to have friends.

4---to do things for my family and others.
6---to do new and different things often.

2---to have influence with people.
5---to have as much freedom as possible to do the things I want to do.

4---to do things for my family and others.
8---to create an atmosphere that makes family life satisfying.

2---to have influence with people.
9---to do what is right according to my beliefs.

1---to be reasonably sure about the future for myself and my family.
8---to create an atmosphere that makes family life satisfying.

5---to have as much freedom as possible to do the things I want to do.
10---to keep things neat, orderly, and organized.

7---to have friends.
9---to do what is right according to my beliefs.

1---to be reasonably sure about the future for myself and my family.
11---to have as many good things as possible.

3---to have people think well of me.
10---to keep things neat, orderly, and organized.

2---to have influence with people.
8---to create an atmosphere that makes family life satisfying.

3---to have people think well of me.
4---to do things for my family and others.

2---to have influence with people.
6---to do new and different things often.

2---to have influence with people.
10---to keep things neat, orderly, and organized.

6---to do new and different things often.
9---to do what is right according to my beliefs.

1---to be reasonably sure about the future for myself and my family.
6---to do new and different things often.

3---to have people think well of me.
7---to have friends.

7---to have friends.
11---to have as many good things as possible.

2---to have influence with people.
7---to have friends.

4---to do things for my family and others.
9---to do what is right according to my beliefs.

5---to have as much freedom as possible to do the things I want to do.
11---to have as many good things as possible.

1---to be reasonably sure about the future for myself and my family.
4---to do things for my family and others.

1---to be reasonably sure about the future for myself and my family.
7---to have friends.

3---to have people think well of me.
12---to do things well.

1---to be reasonably sure about the future for myself and my family.
3---to have people think well of me.

5---to have as much freedom as possible to do the things I want to do.
9---to do what is right according to my beliefs.

1---to be reasonably sure about the future for myself and my family.
9---to do what is right according to my beliefs.

7---to have friends.
12---to do things well.

Taken from Teaching Topics from Institute of Life Insurance and Health Insurance Institute, Vol. 19, No. 2, Spring, 1970, pp. 7-8, 11. Adapted by Teaching Topics from a test developed by Mrs. Doris Dyer for use in a M.A. Thesis, Department of Home Management and Child Development, Michigan State University, East Lansing, Michigan, 1962.

Directions for scoring the Forced Choice Values Test are found on the next page. Read the directions and score your responses.

DIRECTIONS FOR SCORING VALUES TEST

1. Count the number of times you circled 1 on the Values Test and insert the number counted in the blank to the left of statement 1 below. Do this for each of the statements 1-12.

2. Rank the statements in the column to the right by assigning 1 to the statement that you circled the most, 2 to the statement circled the second highest number of times, etc. In case of a tie, give the statements the same rank, but allow a full number count for each item. For example, if there is a tie on 3, assign two 3s, which take up the number 3 and 4 spot, making 5 the next rank.

3. When you have completed ranking the statements, you may look at the key to the left of the ranking and determine the highest to lowest values. Example: If 10 is ranked 1, that means your highest value is "orderliness."

   Be sure to check with the teacher if you have any questions about scoring or ranking.

No. of times Circled	Key		Statement	Rank
_______	Security	1.	To be reasonably sure about the future for myself and my family.	____
_______	Influence	2.	To have an effect upon people.	____
_______	Recognition	3.	To have people think well of me.	____
_______	Helpfulness	4.	To do things for my family and others.	____
_______	Freedom	5.	To have as much independence as possible to do the things I want to do.	____
_______	New Experience	6.	To do new and different things often.	____
_______	Friendliness	7.	To have friends.	____

_______	Family Life	8.	To create an atmosphere that makes family life satisfying.	____
_______	Religion	9.	To do what is right according to my beliefs.	____
_______	Orderliness	10.	To keep things neat, orderly and organized.	____
_______	Wealth	11.	To have as many good things as possible.	____
_______	Workmanship	12.	To do things well.	____

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USING HUMAN RELATION SKILLS

UNIT I

ASSIGNMENT SHEET 2--BUILDING A PYRAMID OF PERSONAL VALUES

Directions: This activity allows you to determine not only what you value, but which values are most important to you. You will do this by:

1. Selecting four values from a list of 10 value category types
2. Ranking these values in order of importance by building a pyramid.

On the pyramid, the top layer will reflect the value that is strongest and most important to you. The next three pyramid layers will reflect values in descending order of importance.

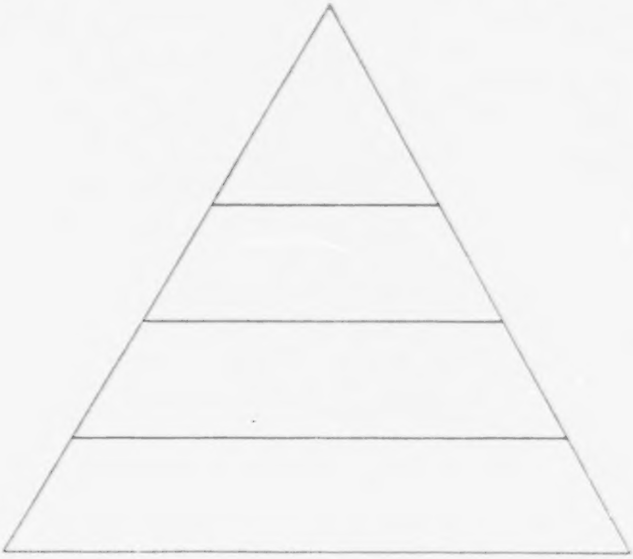
Read through the main value list of categories and descriptions that appear below. Next, select four value categories from the list. Arrange them on the pyramid in order of priority (write the most important value on the top layer, write the next most important value on the next-to-the-top layer, and so forth). You will not be asked to turn in this assignment, it is for your personal use. However, your instructor may ask the class to discuss values.

VALUE CATEGORY	VALUE DESCRIPTION
JUSTICE	The quality of being impartial or fair; wanting to rid the world of prejudice.
HUMANITARIANISM	Having a high regard for the interests and feelings of others; wanting to have a chance to serve the sick and needy.
RECOGNITION	Having a desire to be noticed, to feel significant and important; wanting to become a famous figure (a politician, sports hero, movie star, etc.)
ACHIEVEMENT	Having a strong need to accomplish things; wanting to achieve many goals and to be appreciated and rewarded for accomplishing and achieving.
PLEASURE	Searching for personal satisfaction and gratification; wanting to pamper yourself and "live it up."

VALUE CATEGORY	VALUE DESCRIPTION
WISDOM	Having insight, common sense and judgment; wanting to discover the meaning of life and the "real" you.
HONESTY	Being straightforward and fair; a person with high integrity; wanting to rid the world of cheating and lying.
AUTONOMY	Having the ability to be independent; to be alone without being lonely; wanting to "do your own thing" and not be controlled by others.
MATERIAL WEALTH	Having an abundance of material possessions; to live in luxury and perhaps become the richest person in the world.
POWER	Desire to have authority, control, or influence over others; wanting to be a leader (chief) rather than a team player or follower (Indian).

WRITE IN YOUR FOUR VALUES ON THE PYRAMID LEVELS SHOWN BELOW:

Highest Value/Biggest Priority



ANSWER THE FOLLOWING THOUGHT-TEASERS:

1. Your value choices reflect the values which are most significant in your life today. Do you think that these will change in priority ten years from now? Why or why not?

2. What benefits and/or problems might be gained from working with people who have values completely different from yours?

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USING HUMAN RELATION SKILLS

UNIT I

ASSIGNMENT SHEET 3--PLAN TO REACH YOUR GOALS

Step 1: Brainstorming

Take ten minutes to list your lifetime/long-range goals on a sheet of paper (include career, money, family, social, community, physical, spiritual goals).

Take an extra five minutes to think over your list. Add and/or subtract from your list, but fill up the sheet of paper.

Step 2: Establishing Priorities

Put your long-range goals in order. Those at the top will be the ones most important to you. The order you choose will reflect your values.
(EXAMPLE: Your goal might be to own your own business. Possible values reflected in that goal are independence, creativity, challenges)

(NOTE: Eliminate goals which are unrealistic because of your talent, age, or resources.)

Next to each long-range goal, list the value which underlies that goal.

Long-Range Goal	Value
1.	1.
2.	2.
3.	3.
4.	4.

5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.

Step 3: Stepping Stones

Short-range and intermediate goals are stepping stones toward reaching long-range goals. One long-range goal will probably have several intermediate goals.

(EXAMPLE: If your long-range goal is to own your own business, your intermediate goal might be to get a college degree in business administration.)

Choose one long-range goal upon which to concentrate.
Long-range goal:

Short-range and Intermediate-range goals to reach that goal:

1.

2.

3.

4.

Checklist: Are your stepping stones:

	Yes	No
Measurable?	______	______
Realistic?	______	______
Something you want to do?	______	______

Select another long-range goal from your priority list. Repeat the above process.

Long-range goal:

Short-range and Intermediate-range goals to reach that goal:

1.

2.

3.

4.

Checklist: Are the stepping stones:

	Yes	No
Measurable?	______	______
Realistic?	______	______
Something you want to do?	______	______

Step 4: Taking action

You reach short-range goals by doing activities. These activities cover the who, what, when, where, and how of achieving your goal.

EXAMPLE: Your short-range goal might be to select a college.

Activities	Resources
1. Locate colleges with good business schools.	1. School counselor
	2. Business people in the community
2. Determine whether school is appropriate.	3. Public library
	4. Take time to visit
	5. Borrow car or take train

Select one of your stepping stones from the preceding page. Choose one that appeals to you.

Short-range goal:

To reach that short-range goal:

Activities	Resources needed
1.	1.
2.	2.
3.	3.
4.	4.

Step 5: Reflection

List factors which will support and/or restrain your short-range goals.

Support

Restrain

Step 6: Evaluation

How did this process help you in thinking through your lifetime goals? Discuss in detail.

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USING HUMAN RELATION SKILLS

UNIT I

ASSIGNMENT SHEET 4--IDENTIFY A PROBLEM AND DECIDE ON A SOLUTION

Directions: Follow the decision-making steps in the outline. Fill in the blanks where appropriate.

Step 1: Identify the problem.
a. Describe the problem.

b. Why is it a problem? Explain:

Step 2: Gather information/facts.
a. What are your needs?

b. What are your resources? List them:

Step 3: Identify the overall objective. (It may be specific or broad.)

Step 4: Identify possible solutions.
a. How do your resources and objectives affect possible solutions?

b. List three possible solutions:

1)

2)

3)

Step 5: Select the best solution and implement it.

a. What are the pros and cons of each solution?

1) Pro

Con

2) Pro

Con

3) Pro

Con

b. How will you implement the decision? Explain.

Step 6: Evaluate the decision and the process.

a. Did the decision have the impact you expected? Why/why not?

b. What do you need to alter/change?

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USING HUMAN RELATION SKILLS

UNIT I

ASSIGNMENT SHEET 5--IDENTIFY STRESSFUL SITUATIONS

Directions: For the next two weeks, keep a journal of stressful situations you encounter. Identify the situation and describe how you handled it. Use a form like this to keep your journal:

Date_______________

Situation:

Solution:

Date_______________

Situation:

Solution:

Name____

USING HUMAN RELATION SKILLS

UNIT I

ASSIGNMENT SHEET 6--RESOLVE STRESSFUL SITUATIONS

Directions: The following are situations that will cause a certain degree of stress to the people involved. For each situation, write the conversation you would have if it were up to you to handle the problem.

Situation 1:

You work in a large department store in the curtain and drapery department. Yesterday you had a terrible headache while you helped a customer pick out curtains for her child's bedroom. Today the customer returns with the curtains. She is angry. She comes up to you and says: "You told me these draperies were machine washable and would not have to be ironed. This label says they must be dry cleaned. Who wants curtains that have to be dry cleaned for a child's room?"

You say:

Situation 2:

You work in a small store that sells and repairs an expensive line of sewing machines. A customer comes into the shop with a sewing machine he bought yesterday. The customer is acting angry and talking very fast. He shows you the machine which has a broken bulb and scratches on the surface and tells you that it was in this condition when he took it out of the case at home. The person who sold the machine is not in the store today, but you are certain that the machine was damaged by the customer after it was purchased. How will you deal with this customer? What will you say? Explain your actions and conversation in detail.

Situation 3:

You have been promoted to supervisor. One of the people you formerly worked with is now working under you. Janice is always gossiping, and her work is paying the price. It is your duty to talk to Janice about her conversations. What will you say to Janice? Write down your exact words.

Name______________________________

USING HUMAN RELATION SKILLS

UNIT I

ASSIGNMENT SHEET 7--RECOGNIZE AND SOLVE JOB-RELATED PROBLEMS--1

SITUATION: "Wastebasket Blues"

Richard considered himself fortunate when he found a part-time job at the college registrar's office. His job was not too demanding. He typed letters and memos, made copies on a copying machine, and helped with mailings.

After Richard had been on the job for a week, Mrs. Smith, the registrar, gave Richard a hand written copy of the new registration timetable. She asked him to type it up and make 200 copies. He started enthusiastically enough, but near the bottom of the page, he made a mistake. Frustrated, he jerked the paper from the typewriter and threw it in the wastebasket. Richard inserted another page and quickly made another mistake. After two more attempts, the fourth copy was perfect. Richard headed for the copy machine. He was talking instead of watching, so he pushed 300 instead of 200 and made 100 extra copies! He threw away the extra hundred copies and went back to his desk.

After lunch, Richard tore up three sheets of letterhead he had spoiled as he tried to type a cover letter to go with the timetable. He began to address envelopes. On the fourth one, he realized that all the addresses were in Kansas City, Missouri, not Kansas City, Kansas. He started over.

By the end of the day, Richard had finished sending the timetable to the 200 names on the list Mrs. Smith gave him. He felt he had done a good job. His supervisor, Mrs. Smith, might not agree.

QUESTIONS:

A. What is the problem?

B. Who should bring the problem to Richard's attention?

C. What can Richard do to solve his problem?

D. What will probably happen if Richard doesn't correct the situation?

Name________________________________

USING HUMAN RELATION SKILLS

UNIT I

ASSIGNMENT SHEET 8--RECOGNIZE AND SOLVE JOB-RELATED PROBLEMS--2

Situation: "Ready, Set, Draw?"

Jim works in a fashion design center. Since he has access to supplies, materials, and equipment, he decides to use his coffee breaks and lunch periods to design and produce detailed sketches of his sister's wedding dress and dresses for her attendants.

Questions:

A. Should Jim ask permission, or feel free to go ahead with the project since he plans to use his own time? Explain.

B. How do you think Jim's supervisor will respond if he asks permission? Explain.

C. What reasons could be given to justify refusing Jim's request? Explain.

Name____________________________________

USING HUMAN RELATION SKILLS

UNIT I

ASSIGNMENT SHEET 9--RECOGNIZE AND SOLVE JOB-RELATED PROBLEMS--3

Situation: "Hello?"

Bertha is hard at work when she receives a personal phone call from her friend, Alexa, who wants to discuss their weekend plans. Bertha knows Alexa doesn't realize that the office is no place for personal calls, but she doesn't want to hurt Alexa's feelings. She tries to be tactful and says, "I must go now. Mrs. Bock is buzzing me. See you Friday."

Questions:

A. Do you think Alexa was made aware that she should not call Bertha during office hours? Explain.

B. Should Bertha have been more honest with Alexa, so she would know how to act in the future?

C. Write a tactful conversation that Bertha could have with Alexa to tell her the rules about receiving personal calls during business hours.

Name______________________________

USING HUMAN RELATION SKILLS

UNIT I

ASSIGNMENT SHEET 10--COMPLETE 10 MINUTE TIMED TEST ON FOLLOWING DIRECTIONS

Directions: You should be able to complete this sheet in ten minutes by following the directions below. When you have completed all the work, turn over your paper.

Follow the directions exactly as given and begin when your teacher says "go." You will need one blank sheet of paper.

1. Read all directions before beginning anything.
2. On a blank sheet of paper, write your name in the upper left corner.
3. Number from 2 to 9, leaving two blank lines between each number.
4. Draw four small circles beside the number 2 on your paper.
5. Put an "X" in each circle beside number 2.
6. Put a square around the number 5 on your paper.
7. Shout your name out loud.
8. Beside number 9, write today's date.
9. Beside number 8, write the city and state where you were born.
10. Count the number of chairs in the room and write the answer beside number 7.
11. Tell your neighbor "I have reached number 11 and I am following directions carefully."
12. Now that you have read all the directions, omit them all except the first two.

This assignment sheet is for the student's own use and should not be collected or graded.

USING HUMAN RELATION SKILLS

UNIT I

ASSIGNMENT SHEET 11--MAKE A RESOURCE LIST

Directions: Under each topic list the resources you have available at the present time. Circle the resources you would like to make better use of in the near future.

Human

1.
2.
3.
4.
5.
6.
7.
8.

Material

1.
2.
3.

Community

1.
2.

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use and should not be collected or graded.

USING HUMAN RELATION SKILLS

UNIT I

ASSIGNMENT SHEET 12--CHECK YOUR TIME MANAGEMENT SKILLS

Directions: Answer each question by checking "yes" or "no."

	Do you...	Yes	No
1.	Think through what has to be done before starting the day?	_____	_____
2.	Think through a job before starting it?	_____	_____
3.	Stay with jobs until they are completed?	_____	_____
4.	Do the more important (and possibly more unattractive) work before the easy or less important work?	_____	_____
5.	Assign/ask someone to help you do chores rather than doing most of the work yourself?	_____	_____
6.	Use machines to do work that could be done by hand?	_____	_____
7.	Spend time doing things you have always done and are good at doing?	_____	_____
8.	Try to find new, better ways to do things?	_____	_____
9.	Start projects that you have little interest in and know you may not finish?	_____	_____
10.	Make sure that short, easy tasks are completed first?	_____	_____

Do you...	Yes	No
11. Anticipate crises?	_____	_____
12. Handle a few different jobs at once?	_____	_____
13. Group errands together for one trip rather than making several trips?	_____	_____
14. Avoid distractions (e.g., newspapers, TV, friends, family) while working?	_____	_____
15. Set aside a certain time during the day to talk with friends/neighbors?	_____	_____

To rate yourself, count the number of "yes" and "no" answers. If you answered "no" more often than "yes," you have a lot of work ahead of you. If you have six to ten "no" checks, you need to make more effective use of your time. If you answered "no" to more than 11 questions, you are in a time warp.

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USING HUMAN RELATION SKILLS

UNIT I

ASSIGNMENT SHEET 13--COMPLETE APTITUDE TEST FOR MANAGING MONEY

Directions: The following questions can be used to test your aptitude for managing money. Check the response that is most nearly correct for each question below. This "test" is for your personal use. It will not be turned in to your teacher, but it may be used for class discussion.

		Yes	No	Sometimes
1.	Do you write down your goals?	___	___	___
2.	Do you know how your values and goals influence your spending?	___	___	___
3.	Do you keep a record of your spending to learn more about your actual spending habits?	___	___	___
4.	Do you have a savings account?	___	___	___
5.	Can you list some of the goals you hope to reach within the next year?	___	___	___
6.	Do you balance spending with income?	___	___	___
7.	Can you adjust your spending plan to meet unexpected situations?	___	___	___
8.	Do you keep the items you own in good condition?	___	___	___
9.	Do you and your family work together to plan the use of family income?	___	___	___
10.	Do you know approximately how much your family spends on you each year?	___	___	___
11.	Do you recognize the needs of others in your family?	___	___	___

	Yes	No	Sometimes
12. Do you use a shopping list to guide spending and avoid "impulse buying?"	___	___	___
13. Do you know where to find information on goods and services?	___	___	___
14. Do you read labels, tags, and seals attached to products and keep them handy for reference?	___	___	___
15. Do you know when a bargain is a bargain for you?	___	___	___
16. Do you compare prices and quality of different items before you buy?	___	___	___
17. Do you consider your use of time and energy as well as money when you shop?	___	___	___
18. Is your shopping manner courteous and businesslike?	___	___	___
19. Do you find out the cost of credit before you use it?	___	___	___
20. Do you know what responsibilities you assume in using consumer credit?	___	___	___
21. Do you pay bills promptly?	___	___	___
22. Do you ever read the financial sections in newspapers?	___	___	___
23. Do you know how tax money is used?	___	___	___
24. Do you know how consumer decisions affect business and the economy?	___	___	___
25. Do you know your consumer rights and responsibilities?	___	___	___

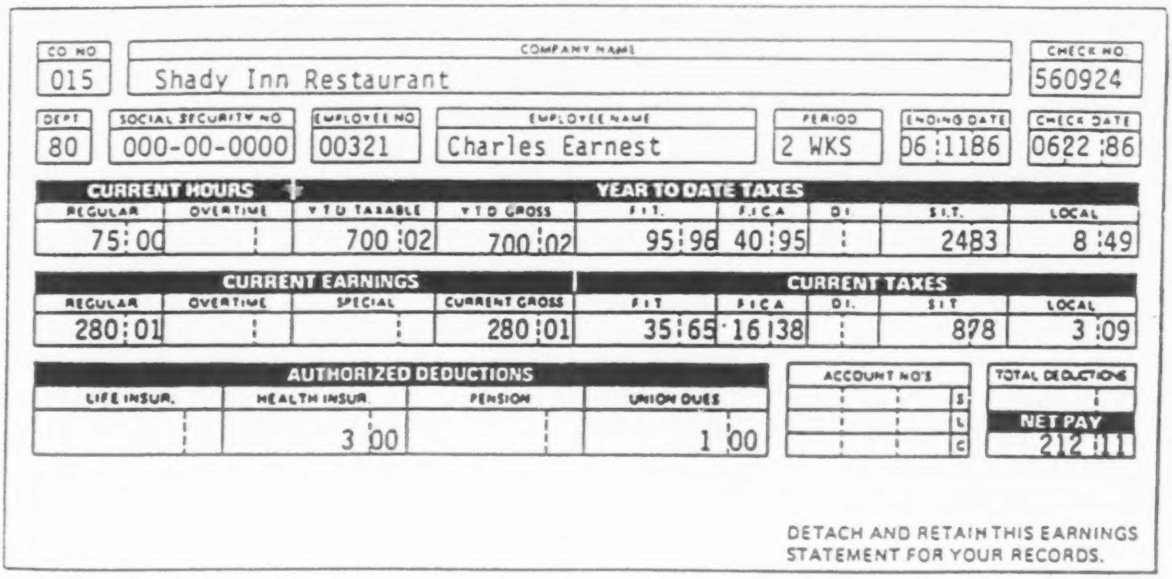
Name____

USING HUMAN RELATION SKILLS

UNIT I

ASSIGNMENT SHEET 14--INTERPRET PAYCHECK INFORMATION

Directions: Please answer the questions about the paycheck below.



CO NO	COMPANY NAME	CHECK NO.
015	Shady Inn Restaurant	560924

DEPT	SOCIAL SECURITY NO	EMPLOYEE NO	EMPLOYEE NAME	PERIOD	ENDING DATE	CHECK DATE
80	000-00-0000	00321	Charles Earnest	2 WKS	06:1186	0622:86

CURRENT HOURS		YEAR TO DATE TAXES						
REGULAR	OVERTIME	YTD TAXABLE	YTD GROSS	F.I.T.	F.I.C.A	D.I.	S.I.T.	LOCAL
75:00		700:02	700:02	95:96	40:95		2483	8:49

CURRENT EARNINGS				CURRENT TAXES				
REGULAR	OVERTIME	SPECIAL	CURRENT GROSS	F.I.T	F.I.C.A	D.I.	S.I.T	LOCAL
280:01			280:01	35:65	16:38		878	3:09

AUTHORIZED DEDUCTIONS			
LIFE INSUR.	HEALTH INSUR.	PENSION	UNION DUES
	3 00		1 00

ACCOUNT NO'S	
	S
	L
	C

TOTAL DEDUCTIONS
NET PAY
212:11

DETACH AND RETAIN THIS EARNINGS
STATEMENT FOR YOUR RECORDS.

1. What is the total amount of money earned during this pay period? ____

   What is this called?____

2. What is the total amount earned so far this year?____________

3. What is the final amount of take home pay after taxes and all other deductions have been paid?__________________________

   What is this called?____

4. What is the amount withheld this pay period for social security taxes?____________ What is this called?____________

   ____

5. What is the period of time for which the employee is being paid?____

6. What are the employee's regular hours for this time period?

____

7. What are the regular wages for this time period?____________

8. What deductions are withheld?

____________________ and ____________________

9. How much is withheld for federal income tax for this time period? ____________ For the year-to-date? ____________

10. How much is withheld for state income tax for this time period? ____________ For the year-to-date? ____________

11. How much is withheld for local tax for this time period?

____________________ For the year-to-date?____________

12. Why should the employee keep this earnings statement?

____

Name________________________________

USING HUMAN RELATION SKILLS

UNIT I

ASSIGNMENT SHEET 15--COUNT YOUR FRINGES

Directions: Make a list of the fringe benefits that you, a member of your family, or a friend receives as a result of employment. Do not include any dollar amounts. Bring your list to class to discuss the different fringe benefits received by individuals who are employed.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

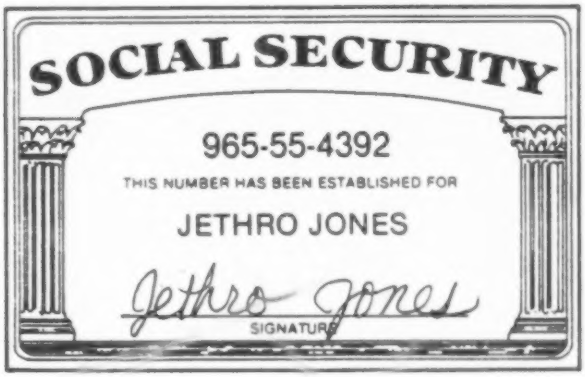
Name____

USING HUMAN RELATION SKILLS

UNIT I

ASSIGNMENT SHEET 16--FILL OUT AN APPLICATION FOR A SOCIAL SECURITY NUMBER

Directions: Fill out the application form for a social security number. Print with black or dark blue ink or use a typewriter.



SOCIAL SECURITY

965-55-4392

THIS NUMBER HAS BEEN ESTABLISHED FOR

JETHRO JONES

Jethro Jones

SIGNATURE

SOCIAL SECURITY ADMINISTRATION
Application for a Social Security Card

Form Approved
OMB No. 0960-0066

INSTRUCTIONS

- Please read "How To Complete This Form" on page 2.
- Print or type using black or blue ink. DO NOT USE PENCIL.
- After you complete this form, take or mail it along with the required documents to your nearest Social Security office.
- If you are completing this form for someone else, answer the questions as they apply to that person. Then, sign your name in question 16.

1 NAME To Be Shown On Card ▶ FIRST FULL MIDDLE NAME LAST
FULL NAME AT BIRTH IF OTHER THAN ABOVE FIRST FULL MIDDLE NAME LAST
OTHER NAMES USED

2 MAILING ADDRESS Do Not Abbreviate ▶ STREET ADDRESS, APT. NO., PO BOX, RURAL ROUTE NO.
CITY STATE ZIP CODE

3 CITIZENSHIP (Check One) ☐ U.S. Citizen ☐ Legal Alien Allowed To Work ☐ Legal Alien Not Allowed To Work ☐ Foreign Student Allowed Restricted Employment ☐ Conditionally Legalized Alien Allowed To Work ☐ Other (See Instructions On Page 2)

4 SEX ☐ Male ☐ Female

5 RACE/ETHNIC DESCRIPTION (Check One Only—Voluntary) ☐ Asian, Asian-American Or Pacific Islander ☐ Hispanic ☐ Black (Not Hispanic) ☐ North American Indian Or Alaskan Native ☐ White (Not Hispanic)

6 DATE OF BIRTH MONTH DAY YEAR

7 PLACE OF BIRTH (Do Not Abbreviate) CITY STATE OR FOREIGN COUNTRY ☐ Office Use Only FCI

8 MOTHER'S MAIDEN NAME FIRST FULL MIDDLE NAME LAST NAME AT HER BIRTH

9 FATHER'S NAME FIRST FULL MIDDLE NAME LAST

10 Has the person in item 1 ever applied for or received a Social Security number before?
☐ Yes (If "yes", answer questions 11-13.) ☐ No (If "no", go on to question 14.) ☐ Don't Know (If "don't know", go on to question 14.)

11 Enter the Social Security number previously assigned to the person listed in item 1.
☐☐☐-☐☐-☐☐☐☐

12 Enter the name shown on the most recent Social Security card issued for the person listed in item 1.
FIRST MIDDLE LAST

13 Enter any different date of birth if used on an earlier application for a card. MONTH DAY YEAR

14 TODAY'S DATE ▶ MONTH DAY YEAR **15 DAYTIME PHONE NUMBER** ▶ (   ) AREA CODE

DELIBERATELY FURNISHING (OR CAUSING TO BE FURNISHED) FALSE INFORMATION ON THIS APPLICATION IS A CRIME PUNISHABLE BY FINE OR IMPRISONMENT, OR BOTH.

16 YOUR SIGNATURE ▶

17 YOUR RELATIONSHIP TO THE PERSON IN ITEM 1 IS: ☐ Self ☐ Natural Or Adoptive Parent ☐ Legal Guardian ☐ Other (Specify)

DO NOT WRITE BELOW THIS LINE (FOR SSA USE ONLY)

NPN		DOC	NTI	CAN		ITV
PBC	EVI	EVA	EVC	NWR	DNR	UNIT

EVIDENCE SUBMITTED

SIGNATURE AND TITLE OF EMPLOYEE(S) REVIEWING EVIDENCE AND/OR CONDUCTING INTERVIEW

DATE

DCL DATE

Form SS-5 (5/88)

HOW TO COMPLETE THE FORM

Most questions on the form are self-explanatory. The questions that need explanation are discussed below. The numbers match the numbered questions on the form. **If you are completing this form for someone else, please answer the questions as they apply to that person.** Then, sign your own name in question 16.

1. Your card will show your full first, middle, and last names **unless you show otherwise.** If you have ever used another name, show it on the third line. You can show more than one name on this line. Do not show a nickname unless you have used it for work or business.
2. Show the address where you want your card mailed. If you do not usually get mail at this address, please show an "in care of address", for example, c/o John Doe, 1 Elm Street, Anytown, U.S.A. 00000.
3. If you check "other" under Citizenship, please attach a statement that explains your situation and why you need a Social Security number.
5. You do not have to answer our question about race/ethnic background. We can issue you a Social Security card without this information. However, this information is important. We use it to study and report on how Social Security programs affect different people in our nation. Of course, we use it only for statistical reports and do not reveal the identities of individuals.
13. If the date of birth you show in item 6 is different from the date of birth you used on an earlier application, show the date of birth you used on the earlier application on this line.
16. If you cannot sign your name, sign with an "X" mark and have two people sign beneath your mark as witnesses.

Form SS-5 (5/88)

Name______________________________

USING HUMAN RELATION SKILLS

UNIT I

ASSIGNMENT SHEET 17--DESCRIBE THE SIGNIFICANCE OF LABOR LAWS TO UNIONS

Directions: For each labor law, list reasons for its significance to unions.

1. National Labor Relations Act (Wagner Act of 1935)

   a.

   b.

2. Taft-Hartley Act of 1947 (Labor Management Relations Act)

   a.

   b.

   c.

   d.

   e.

3. Landrum-Griffin Act of 1959 (Labor-Management Reporting and Disclosure Act)

   a.

   b.

   c.

   d.

   e.

4. The Fair Labor Standards Act of 1938 (Wage and Hour Laws)

   a.

   b.

   c.

5. Discriminatory Laws

   a.

   b.

   c.

USING HUMAN RELATION SKILLS

UNIT I

ANSWERS TO ASSIGNMENT SHEETS

ASSIGNMENT SHEET 1

This assignment is not to be collected or graded. It may be used for class discussion.

ASSIGNMENT SHEET 2

This assignment is not to be collected or graded. Use the thought-teasers for class discussion.

ASSIGNMENT SHEET 3

This assignment is not to be collected or graded.

ASSIGNMENT SHEET 4

This assignment is not to be collected or graded.

ASSIGNMENT SHEET 5

This assignment is not to be collected or graded. It may be used for class discussion.

ASSIGNMENT SHEET 6

Give credit for careful, thought out answers that deal with the situation. Use for class discussion.

ASSIGNMENT SHEET 7

Give credit for careful, thought out answers that deal with the situation. Use for class discussion.

ASSIGNMENT SHEET 8

Give credit for careful, thought out answers that deal with the situation. Use for class discussion.

ASSIGNMENT SHEET 9

Give credit for careful, thought out answers that deal with the situation. Use for class discussion.

ASSIGNMENT SHEET 10

Student's name in upper left corner of paper.

ASSIGNMENT SHEET 11

This assignment is not to be collected or graded. It may be used for class discussion.

ASSIGNMENT SHEET 12

This assignment is not to be collected or graded. It may be used for class discussion.

ASSIGNMENT SHEET 13

This assignment is not to be collected or graded. It may be used for class discussion.

ASSIGNMENT SHEET 14

1. $280.01, gross income
2. $700.02
3. $212.11, net pay
4. $16.38, FICA or Federal Insurance Contributions Act
5. two weeks
6. 75
7. $280.01
8. health insurance and union dues, or $3.00 and $1.00
9. $35.65, $95.96
10. $8.78, $24.83
11. $3.09, $8.49
12. for the employee's records, to help in figuring taxes, to help employee in keeping his/her budget, etc.

ASSIGNMENT SHEET 15

Fringe benefits which may be listed include:

major medical insurance
paid vacations and holidays
sick leave
company payments for education
workmen's compensation
retirement/pension plan
profit-sharing
discount privileges
credit union
life insurance
savings bonds
tenure

ASSIGNMENT SHEET 16

Form should be printed or typed with accurate information.

ASSIGNMENT SHEET 17

1. a. Created the National Labor Relations Board.
   b. Guaranteed the right of workers to organize unions and the right of these unions to bargain collectively with employers.

2. a. Passed to restore balance between the labor unions and management.
   b. The provisions of the Wagner Act remain in force, except where amended by the Taft-Hartley Act.
   c. Added "unfair union practices" such as feather-bedding.
   d. Outlawed the closed shop.
   e. President of the United States can call off a strike if national security is in jeopardy.

3. a. The law deals with internal union affairs by providing laws to safeguard the rank-and-file members of the unions and their officers.
   b. Gives union members the right to participate in union affairs, to be informed of union agreements, and to have fair hearings in disciplinary actions.
   c. Unions must file a detailed report of their internal affairs with the Secretary of Labor. Any changes which occur must be reported annually.
   d. Unions must also file an annual financial report with the Secretary of Labor, which includes information regarding salaries paid to officers and to union employees who receive more than $10,000 a year.
   e. The act requires employers to report annually any payments made or received that relate in any way to the rights of the employees to organize and to bargain collectively.

4. a. Generally deals with business in interstate commerce or in the manufacture of goods shipped in interstate commerce.
   b. Also covers some retail establishments with the prescribed sales volume limit.
   c. Deals with overtime and minimum wage rates.

5. a. The Equal Pay Act of 1963--employers are not permitted to pay different amounts of wages to male and female employees doing the same work.
   b. Civil Rights Act of 1964--contains section called Equal Employment Opportunity. The law prohibits employers from discriminating against applicants or employees because of sex, race, color, religion, or national origin.
   c. The Discrimination in Employment Act of 1968--makes it illegal for employers, unions, and employment agencies to discharge, refuse to hire, or otherwise discriminate against persons aged 40 to 65.

Name____

USING HUMAN RELATION SKILLS

UNIT I

UNIT TEST

Directions: Match each term with the best definition by writing the letter(s) in the space provided. Each term is used only once.

a. Budget
b. Value
c. Work
d. Leisure
e. Decision
ab. Assertiveness
ac. Vendor
ad. Goal
ae. Collective bargaining
bc. Labor union

____ 1. To stand up for oneself and be confident without harming others.

____ 2. Talks between organized workers and their employer(s) to reach agreements on wages, hours and working conditions.

____ 3. An action a person takes or will take to meet goals.

____ 4. A person who sells.

____ 5. A plan or schedule which sets priorities for money/resources.

____ 6. An association of workers to promote and protect the welfare, interests, and rights of its members.

____ 7. An object or end that a person wants to attain.

____ 8. An idea, belief, or quality that is important to a person.

____ 9. Free time for rest or pleasure.

____ 10. Activity intended to benefit the worker and/or society.

Directions: For each multiple choice question, choose the best answer and write its letter in the space provided.

____ 11. Which person allows all the people involved in the group/organization to help in decision making?

(a) me-centered leader
(b) you-centered leader
(c) we-centered leader

____ 12. Which person allows the entire group/organization to "do their own thing" most of the time?

(a) me-centered leader
(b) you-centered leader
(c) we-centered leader

____ 13. Which person has all the power and makes all the decisions?

(a) me-centered leader
(b) you-centered leader
(c) we-centered leader

____ 14. Teamwork is based on which factor?

(a) dedication
(b) loyalty
(c) cooperation
(d) all of these

____ 15. What has been achieved by a person who broadens his/her outlook from the workplace to the community in which he/she lives and works?

(a) self-confidence
(b) maturity
(c) a civil servant award
(d) civic/social awareness

Short answer:

16. Define social etiquette and give two examples of how it can be achieved on the job.

17. Define the terms moral and ethical and list the success-related personality qualities which are highly prized by employers.

18. List four steps to follow in order to promote good relationships with vendors.

(a)

(b)

(c)

(d)

19. Skills for assertiveness are essential in today's competitive business world. List three of those skills discussed in this unit.

(a)

(b)

(c)

The following is a list of personal and professional matters. Sort the situations by placing an "a" by personal matters, a "b" by professional matters and a "c" by matters that mix both personal and professional concerns.

____ 20. Visiting with the receptionist about your recent vacation.

____ 21. Your son calls you at work from school--he's sick and no one else is available to care for him.

____ 22. Receiving a visit at work from your lawyer regarding a family legal matter.

____ 23. Going to lunch with your boss and some clients.

____ 24. Your garage calls you at work to tell you that your car has been repaired.

The following is a list of characteristics of negative and positive competitors. Sort characteristics by placing an "a" by negative characteristics and a "b" by positive characteristics.

____ 25. Suspicious

____ 26. Creative

____ 27. Progressive

____ 28. Inventive

Directions: For each multiple choice question, choose the best answer and write its letter in the space provided.

____ 29. Which is not a tactic/method used by labor unions?

(a) pickets
(b) boycotts
(c) black lists
(d) strikes

____ 30. In the mid-1800s, which was the main interest of labor unions?

(a) job security
(b) higher wages
(c) shorter working hours
(d) all of these

____ 31. What significant contributions have labor unions made to our society?

(a) free public education
(b) child labor legislation
(c) better working conditions
(d) none of these
(e) all of these

Directions: Match each term about labor unions with the best definition by writing the letter in the space provided. Each term is used only once.

a. Labor union
b. Collective bargaining
c. Yellow dog contracts
d. Union labels
e. Rank-and-file

____ 32. An association of workers united to promote and protect the welfare, interests, and rights of its members, primarily by collective bargaining.

____ 33. An emblem that identifies the originating source of merchandise as union made.

____ 34. Talks between organized workers and their employer(s) to reach agreements on wages, hours, and working conditions.

____ 35. The ordinary people who form the majority of a labor union, as distinguished from its leaders/officials.

____ 36. An employer-employee contract by which an applicant for a job agrees not to be a labor union member while employed.

Short Answer:

37. List eight fringe benefits and briefly describe them.

38. List and define the four basic types of social security benefits.

39. Name two components of a professional attitude.

40. Define community awareness and list two ways you can serve your community.

(NOTE: If the following activities have not been accomplished prior to the test, ask your teacher when they should be completed.)

41. Complete Forced Choice Values Test (Assignment Sheet 1)
42. Building a Pyramid of Personal Values (Assignment Sheet 2)
43. Plan to Reach Your Goals (Assignment Sheet 3)
44. Identify a Problem and Decide on a Solution (Assignment Sheet 4)
45. Identify Stressful Situations (Assignment Sheet 5)
46. Resolve Stressful Situations (Assignment Sheet 6)
47. Recognize and Solve Job-related Problems--1 (Assignment Sheet 7)
48. Recognize and Solve Job-related Problems--2 (Assignment Sheet 8)
49. Recognize and Solve Job-related Problems--3 (Assignment Sheet 9)
50. Complete 10 Minute Timed Test on Following Directions (Assignment Sheet 10)
51. Make a Resource List (Assignment Sheet 11)
52. Check Your Time Management Skills (Assignment Sheet 12)
53. Complete Aptitude Test for Managing Money (Assignment Sheet 13)
54. Interpret Paycheck Information (Assignment Sheet 14)
55. Count Your Fringes (Assignment Sheet 15)
56. Fill out an Application for a Social Security Number (Assignment Sheet 16)
57. Describe the Significance of Labor Laws to Unions (Assignment Sheet 17)

USING HUMAN RELATION SKILLS

UNIT I

ANSWERS TO UNIT TEST

1. ab
2. ae
3. e
4. ac
5. a
6. bc
7. ad
8. b
9. d
10. c
11. c
12. b
13. a
14. d
15. d

16. The forms, manners and ceremonies established by convention as acceptable or required in a profession or in social relations. Examples:

    Be considerate to others.
    Help others to feel comfortable.
    Don't embarrass or humiliate others.
    Respect the privacy of others.

17. Moral--implies conformity with the generally accepted standards of goodness or rightness in conduct or character.

    Ethical--implies conformity with an elaborated, ideal code of moral principles, sometimes associated with the code of a particular profession.

    Qualities--dedication, loyalty, honesty, conscientiousness.

18. Any four of the following in any order:

    Attend market shows.
    Participate in vendor-sponsored training sessions.
    Find out if the vendor is open to negotiation.
    Negotiate without thought of possible gifts or kickbacks.
    Use a win/win negotiation style.
    Treat vendors fairly, with courtesy, and with respect.

19. Any three of the following in any order:

    Learn to say no.
    Express your opinions.
    Listen to the opinions of others.
    Compromise.

20. a
21. c
22. a
23. b
24. a

25. a
26. b
27. b
28. b

29. c
30. d
31. e

32. a
33. d
34. b
35. e
36. c

37. Any eight of the following in any order. For description see Section XIX in the Information Sheet.

    a. Major medical insurance
    b. Paid vacations and holidays
    c. Sick leave
    d. Company payments for schooling
    e. Workmen's compensation
    f. Retirement/pension plan
    g. Profit-sharing
    h Discount privileges
    i. Credit unions
    j. Life insurance
    k. Savings bonds
    l. Tenure

38. a. Disability insurance benefits--payments are received when a worker becomes disabled; factors affecting the benefits include workers birth date, age when disability began, and the type of disability.

    b. Retirement benefits--to be thought of as supplemental income during retirement; benefit checks are received monthly after the worker reaches a certain age.

    c. Survivors' insurance benefits--the family of an insured worker who dies can receive financial assistance; there are guidelines and circumstances which determine the survivors' eligibility and the amount of benefits.

    d. Medicare--a health-insurance plan for eligible recipients that covers part of hospital costs, doctor bills, and other medical services.

39. Any two of the following in any order.

    a. While working, you do the company's work
    b. Taking proper care of yourself
    c. Taking proper care of supplies, equipment, and materials
    d. Helping the company develop a good public image
    e. Being dependable--do what you say you will do
    f. Coming to work on time--if you start work at 8:00 a.m., you should be there at 8:00 a.m.
    g. Using the company's time and resources efficiently

40. Community awareness--a broad outlook from the workplace to the community where you live and work.

    Ways to serve--any two of the following.

    a. Becoming involved in a civic organization
    b. Answering requests for information
    c. Obeying the laws of the community
    d. Setting a good example in conduct and speech

41-57. See answers to Assignment Sheets.

CORE EMPLOYMENT SKILLS
COMPETENCY PROFILE

SECTION B:

B. DEMONSTRATING PERSONAL EMPLOYABILITY SKILLS

1. Maintain physical fitness
2. Demonstrate body poise and posture
3. Demonstrate grooming applicable to job
4. Demonstrate personal hygiene
5. Identify personal strengths and weaknesses
6. Display a realistic self-image
7. Prepare resumes
8. Prepare letters of application
9. Prepare a personal portfolio
10. Prepare for the interview
11. Participate in job interview
12. Conduct job interview follow-up
13. Identify continuing education opportunities
14. Develop plan for career awareness and growth
15. Evaluate yourself for self-improvement

Other (specify):

____

____

Personal Employability Skills

Unit II

Cross-Reference Table of Instructional Materials

Competency	Instructional Objective	Transparency Master	Handout	Assignment Sheet	Job Sheet	Test Item	Notes
*	1					1-17	
B.1, B.2, B.3, B.4, B.5, B.6	2	TM 1		AS 1		18	
B.7	3			AS 2		19, 26-29, 31, 33, 35-39	
B.8	4	TM 2		AS 3, 4, 5		22, 50	
B.9	5					25, 30, 32, 34	
B.10, B.11, B.12	6		HO 1, 2, 3	AS 6		20, 21, 23	
B.13	7					40-44	
B.14	8	TM 3		AS 7		24, 45-48	
B.15	9	TM 4				49	

*Prerequisite Knowledge

PERSONAL EMPLOYABILITY SKILLS

UNIT II

UNIT OBJECTIVE

After completing this unit, the student should be able to demonstrate personal employability skills and behaviors necessary to secure and retain employment. Competencies will be demonstrated by correctly performing the procedures outlined in the Assignment Sheets and by achieving an overall score of at least 85 percent on the Unit Test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Based on the content outline, MATCH TERMS ASSOCIATED WITH PERSONAL EMPLOYABILITY SKILLS TO THE CORRECT DEFINITIONS by attaining 100 percent accuracy on the Unit Test.

2. Based on the content outline and Transparency Master 1, EXPLAIN THE INFLUENCE SELF-IMAGE HAS ON EMPLOYABILITY by completing Assignment Sheet 1 and by attaining 100 percent accuracy on the Unit Test.

3. Based on the content outline, PREPARE A RESUME by completing Assignment Sheet 2 and by attaining 100 percent accuracy on the Unit Test.

4. Based on the content outline and Transparency Master 2, PREPARE LETTERS OF INQUIRY, APPLICATION, THANK YOU AND RESIGNATION by completing Assignment Sheets 3, 4, 5 and by attaining 100 percent accuracy on the Unit Test.

5. Based on the content outline, SELECT MATERIALS FOR A PERSONAL PORTFOLIO by attaining 100 percent accuracy on the Unit Test.

6. Based on the content outline and Handouts 1, 2, and 3, FILL OUT A WORK APPLICATION FORM AND AN EMPLOYMENT ELIGIBILITY VERIFICATION FORM and APPLY TECHNIQUES INVOLVED IN THE JOB INTERVIEWING PROCESS by completing Assignment Sheet 6 and by attaining 100 percent accuracy on the Unit Test.

7. Based on the content outline, IDENTIFY CONTINUING EDUCATION OPPORTUNITIES by attaining 100 percent accuracy on the Unit Test.

8. Based on the content outline and Transparency Master 3, DEVELOP A PLAN FOR CAREER ENRICHMENT by completing Assignment Sheet 7 and attaining 100 percent accuracy on the Unit Test.

9. Based on the content outline and Transparency Master 4, EVALUATE YOURSELF FOR SELF-IMPROVEMENT by attaining 100 percent accuracy on the Unit Test.

PERSONAL EMPLOYABILITY SKILLS

UNIT II

SUGGESTED ACTIVITIES

A. Obtain additional materials and/or invite resource people to supplement/reinforce information provided in this unit.

(NOTE: This step should be completed prior to the teaching of this unit.)

B. Make transparencies.

C. Provide students with Objective Sheet.

D. Discuss Unit and Specific Objectives.

E. Provide students with Information Sheet.

F. Discuss the Information Sheet.

(NOTE: Use transparencies to enhance the information as needed.)

G. Provide students with Handouts and Assignment Sheets.

H. Integrate the following activities throughout the teaching of this unit.

1. Introduce the unit by explaining the terminology provided in the Information Sheet.
2. Invite local business persons to conduct mock interviews with students.
3. Invite business education teachers to talk with class about writing business correspondence.
4. Assist students to role-play different types of personalities.

   (NOTE: Show examples when possible.)

I. Give test.

J. Evaluate test.

K. Reteach if necessary.

CONTENTS OF THIS UNIT

A. Objective Sheet

B. Suggested Activities

C. Information Sheet

D. Transparency Masters

1. TM 1--Poise Chart
2. TM 2--Letter Placement
3. TM 3--To Grow or Not To Grow?
4. TM 4--What's Your Attitude

E. Handouts

1. Handout 1--Sample Interview Questions
2. Handout 2--Rejection
3. Handout 3--Why?

F. Assignment Sheets

1. Assignment Sheet 1--Complete a Self-Esteem Self-test
2. Assignment Sheet 2--Prepare a Resume
3. Assignment Sheet 3--Write Cover Letters
4. Assignment Sheet 4--Write a Thank You Letter
5. Assignment Sheet 5--Write a Letter of Resignation
6. Assignment Sheet 6--Complete, But Be Neat
7. Assignment Sheet 7--Plan Career Development

G. Answers to Assignment Sheets

H. Unit Test

I. Answers to Unit Test

RESOURCES

A. Association for School, College, and University Staffing. The ASCUS Annual: A Job Search Handbook for Educators. Madison: Association for School, College, and University Staffing, 1986.

B. Bingham, Mindy, Judy Edmondson, and Sandy Stryker. Challenges: A Young Man's Journal for Self-awareness and Personal Planning. Santa Barbara, CA: Advocacy Press*, 1984.

C. ---. Choices: A Teen Woman's Journal for Self-awareness and Personal Planning. Santa Barbara, CA: Advocacy Press*, 1987.

D. Bingham, Mindy and Sandy Stryker. More Choices: A Strategic Planning Guide for Mixing Career and Family. Santa Barbara, CA: Advocacy Press*, 1984.

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PERSONAL EMPLOYABILITY SKILLS

UNIT II

INFORMATION SHEET

I. Terms and definitions

(Objective 1)

A. Blind advertisement--an advertisement where the advertiser is not identified and the applicant is asked to send a letter of application and resume to a post office box number or to call a certain number.

B. Career ladder--path of career advancement.

C. Classified advertisement--advertising arranged by subject in newspaper columns and other publications. Want ads are usually placed in the classified section of the newspaper.

D. Equilibrium--a state of balance.

E. Fee-paid jobs--job openings listed with an employment agency where the placement fees are paid by the employer rather than the newly-hired employee.

F. Help-wanted advertisement--an advertisement written by an employer looking for someone to fill a job opening. A description of the position and the qualifications needed are usually listed.

G. Interview--meeting between an employer and an applicant for the purpose of evaluating and questioning.

H. Job leads--possible job openings.

I. Poise--to carry or hold in balance; to have composure.

J. Posture--the manner in which the body is held or carried when sitting, standing, and walking.

K. Pulmonary--refers to lungs (breathing).

L. Sedentary job--a job in which the worker sits down most of the time.

M. Situation-wanted advertisement--an advertisement is written by a person looking for employment. The type of work and qualifications are usually listed, along with a telephone number and/or address.

N. Vascular--refers to (blood) vessels (pumping).

II. Components of personal employability

(Objective 2; TM 1; AS 1)

A. Physical fitness

1. Physical fitness is important to good job performance. Employees are expected to be energetic and well rested. Physical activity provides the body with an important change from the everyday routine of work or school.
2. A sedentary job provides little opportunity for exercise.
3. Muscles that are not used become weak and may turn to fat.
4. Ways to add physical activity to an otherwise sedentary day.
    a. Park several blocks away and walk to the job site.
    b. Climb stairs.
    c. Take walks before lunch and during breaks.
    d. Use leisure/recreation time for active sports such as, hiking, bicycling, volleyball, rowing, racquetball, tennis, basketball, and swimming, that condition vascular and pulmonary systems. (NOTE: Those who are not accustomed to participating in active sports should begin slowly and build up stamina.)
5. Physical fitness also includes good health, which requires eating balanced and nutritious meals and getting an adequate amount of sleep.

B. Poise and posture

1. Good posture
    a. Helps the body function efficiently
    b. Helps an individual to be perceived as an alert and efficient person
    c. Helps convey competence and confidence
2. Standing posture
    a. Standing posture is basic and influences all other postures.
    b. Maintaining correct posture will be easier if muscles are strengthened with regular exercise.
    c. If posture is poor and one part of the body is out of alignment, another part of the body will shift to provide balance and maintain equilibrium.
3. Sitting posture
    a. Sit back in the chair; keep spine straight, but allow the back of the chair to support the back.
    b. Keep the waist straight so the spine is not bent out of shape.

c. Shoulders should be kept level and in line with the hips; do not slump.

d. It is better to sit with legs uncrossed for proper circulation. If legs are to be crossed:

1) Cross at the ankles with knees together sweeping to the side of the forward foot, or

2) Cross above the knees to provide proper circulation to the lower leg.

4. Walking posture

a. Makes a statement about how one feels.

b. Lets other people know whether one is to be noticed, respected, feared, or ignored.

c. Feet should point forward; feet that point in or out cause an unhealthy twisting motion on the spine.

d. Stretch tall with the ears not with the shoulders.

e. Arms should fall naturally at the sides.

5. Postures and b[illegible] movements that detract from a positive image

a. Picking at or stroking hair, face, or clothing

b. Resting head on hand(s)

c. Chewing on hair, glasses, or gum

d. Too much or too little eye contact

e. Constant movement of hands or feet while speaking

C. Grooming and hygiene

1. Personal appearance is important for getting and keeping a job.

2. Tips for good grooming

a. Keep body and teeth clean and free from odor.

b. Keep hair combed, clean, and trimmed.

c. Keep hands and fingernails clean.

d. Clothes should be clean, fresh, and pressed.

e. Clothes should fit properly and be appropriate for job.

f. Socks and hose should be clean and fit properly.

g. Shoes should be shined and maintained.

III. Resume or personal data sheet

(Objective 3; AS 2)

A. A resume or personal data sheet is a personal statement about an individual's background and ambitions and is used to promote the individual's strengths.

B. The primary purpose of a resume is to provide brief, but complete, information about you. The interviewer can quickly scan a resume.

C. Resumes can be used in several ways by job applicants.

1. In response to a classified newspaper advertisement
2. With a letter of application or inquiry to various employers
3. At a job interview to help introduce the applicant to the interviewer
4. As a reference for friends, relatives, and/or acquaintances who want to discuss the applicant with their employers

D. Resumes written on one page are generally sufficient.

E. Information to be included on resumes

1. Personal data: name, address, telephone number
2. Professional objective: short, positive statement about the type of work you are looking for, include immediate and long-range career goals
3. Educational background: highest level of formal education; list the institution, degree earned, and date
4. Work experience: most recent place of employment; name of company, name of employer, dates of employment, job title, and nature of work
5. Related professional information: licenses, certificates, honors, memberships, internships, and extracurricular activities (use only those activities which enhance professional creditability)
6. References: be prepared to supply names, addresses, phone numbers of three or four individuals able to describe your character, job qualifications, and potential. Be sure to ask their permission first.

F. All information should be arranged in an orderly manner on your resume.

IV. Job Related letters

(Objective 4; TM 2; AS 3, 4, 5)

A. A cover letter should be enclosed when you mail out a resume.

B. Cover letters may either be letters of inquiry or letters of application.

C. Letters of inquiry

1. Are used when an individual wants to work for a particular employer, but is not sure any vacancies exist
2. Are more general than letters of application
3. Present qualifications broadly

4. Request application forms or instructions for additional application procedures
5. Should include a self-addressed, stamped envelope for the employer's convenience

D. Letters of application

1. Are used when a job vacancy has been advertised. The letter requires originality and must make a good first impression.
2. The primary purpose of a letter of application is to get you into the employer's office for an interview.
3. A letter of application is especially important when the job is out-of-town or when you are responding to a newspaper ad that asks for a letter of application.
4. In the letter:
    a. Avoid telling the employer how badly you want the job.
    b. Type the letter unless the ad asks that it be hand written and use proper business letter form.
    c. Use a good grade of standard size paper.
    d. Whenever possible, write to a specific individual rather than to a firm.
    e. Begin by stating exactly which position is being sought.
    f. Write a paragraph or two about your education and experience.
    g. State that you will be glad to appear for an interview at the employer's convenience.
5. When giving references, always contact these persons in advance and request permission.
6. After the letter is written, have a capable person read it for corrections and suggestions.
7. Keep a copy.

E. Letters of inquiry and application should be kept to one page.

F. Letter of resignation

1. Notify your supervisor of your intent to leave your job.
2. Give notice of termination soon enough for a replacement to be found (not less than two weeks notice.)

V. Personal portfolio

(Objective 5)

A. Indicate on your resume that your portfolio, a collection of samples of your work, is available upon request. Take the portfolio with you on job interviews.

B. Materials appropriate for a portfolio

1. Sketches you have drawn
2. Brochures you have developed
3. Newspaper clippings about you
4. Samples you have constructed
5. Photographs of you on the job or as a volunteer

VI. The interviewing process

(Objective 6; HO 1, 2, 3; AS 6)

A. Preparing for the interview

1. The interview is the most important part of the job application process.
2. Before the interview, make certain that you meet all legal requirements for the job.
3. The employer will measure you against the job requirements, against the person who recently held the job, and against the others applying for the job.
4. Find out all you can about the place of business before the interview.
    a. The size of the company
    b. The products or services offered
    c. The kinds of jobs available with the firm
    d. The hiring policies and practices of the firm
    e. The salary scale for the job being sought
5. You will usually be interviewed by the employer or by the personnel manager.
6. The purpose of the interview is to allow the employer to learn about you.
    a. Your attitude toward people and work
    b. Your education and work experience
    c. Your future plans
    d. Your appearance
    e. Your personality
    f. Your references
7. The interview will also give you an opportunity to see if you want to accept this particular job or work with this company.
8. Clothing
    a. Dress well.
    b. Wear appropriate clothing for the job. Never wear jeans.
    c. Avoid clothing that is too fancy or too casual.
9. Take to the interview
    a. Pen and pencil
    b. Social security card
    c. Work permit (if necessary)

        d. Resume and portfolio

B. Job application forms

1. Many employers require a completed application form before the interview.
2. Most application forms ask for the same information as is given on a resume: name, address, telephone number; social security number; educational background; work experience; reasons for leaving previous jobs; honors and awards; references.
3. A qualified individual can lose the job before the interview if the application form creates a false impression.
4. It is extremely important to follow the directions given on the form.
5. Tips on filling out the application form
    - a. Be as neat as possible. This form will represent you after you leave, and the employer expects it to be an example of your best work.
    - b. Fill in the blanks lightly with a pencil, then go over the answers in ink.
    - c. Answer every question. Those that do not apply should be answered "NA."
    - d. Spell all words correctly.
    - e. Apply for a specific job, not just "anything."

C. The interview

1. Go alone and arrive early.
2. Check your appearance.
3. You may be asked to tell about yourself or you may be asked a series of questions.
4. Be careful of your language, particularly your grammar and pronunciation.
5. Avoid giving the impression that you are only interested in salary.
6. Do not find fault with previous employers.
7. Show an interest in the company.
8. Do not be surprised if you are asked to take a test.
9. It is a good sign when the interviewer introduces you to another employee.
10. Know when the interview is over.
11. If you have not been offered a job, you may ask to call back within a few days.
12. If a job is offered, you may accept, reject or ask for time to consider.
13. It is extremely important to thank the interviewer and receptionist when the interview is over.

D. After the interview

1. If you feel the interview was encouraging, put the employer's card in your follow-up file.
2. Thank-you letters are important.
    a. Write the interviewer.
    b. Thank the person who informed you of the opening.
    c. Thank those who let you give their names as references.
3. If you are accepted for employment during the interview, determine the designated time you are to report for work and assure the interviewer that you will be there.
4. If you are notified of employment by letter, reply promptly by letter, indicating whether or not you accept the job.
5. If you were not hired, you may call back in one month. Try to find out why you were not hired.
6. If you fail to get the job for which you apply, don't be discouraged.
   (NOTE: Depression can set in when job hunting. To avoid depression, keep busy looking for job opportunities and avoid talking about failures.)

E. Job selection

1. Consider the following when deciding to accept or reject a job offer
    a. Stability and potential of the company/firm
    b. Advancement opportunities
    c. Education requirements
    d. Work hours, vacations, retirement, insurance, sick leave
    e. Job security
    f. Transportation

VII. Identifying continuing education opportunities

(Objective 7)

A. Many workers have been forced to find new jobs outside of their areas of training because technological developments changed the nature of their work or industry.

B. Workers must continue to learn so that when changes occur in business and industrial operations, they will be able to remain in the job and even to advance.

C. Sources for continuing education

1. Workshops or seminars offered by employers and professional organizations

2. Continuing education courses/seminars sponsored by universities
3. Area vocational schools
4. Community colleges
5. Adult education courses
6. Four-year colleges and universities
7. Military training
8. Subscribing to and reading trade journals and other related publications

VIII. Career awareness and growth

(Objective 8; TM 3; AS 7)

A. Career advancement is more than increased salary and prestige; it may also include:

1. Longer working hours
2. Relocating
3. Increased social obligations
4. Less time spent with family and friends

B. Climbing the career ladder

1. Set a goal: how do you want to grow?
    a. Do you really want to reach this goal?
    b. Will this goal change your lifestyle for the better?
    c. Are you going to need help reaching this goal? How much? What kind?
    d. Can you make plans and take action toward reaching this goal?
    e. Is your goal attainable?
    f. Are there any undesirable side effects that may occur after you have reached this goal?
2. Prepare for growth
    a. Find out everything you can about the job you want.
    b. Determine skills and qualities needed for the position.
    c. Let it be known that you are interested in the job and are capable.
    d. Visit with people who are growing/advancing.
3. Associating with others in your field is one way to grow in your career. Achieve professional development through professional organizations.

C. Agencies and sources of job information

1. Analyzing the job market is as important as analyzing yourself.

2. Locating job openings
   a. Suggestions from friends, relatives, neighbors, and acquaintances
      1) Let people know you are job hunting; employees usually know about openings in their company before outsiders do.
      2) About 50 percent of all jobs are secured in this way.
      3) Friends, relatives, neighbors, and acquaintances may tell you about a job or help you get a job, but keeping that job is up to you.
   b. Personal applications/window signs
      1) Sometimes referred to as "pounding the pavement"; this includes bus riding and reception room waiting, but it is the second best method of job hunting.
      2) Companies appropriate for you to contact may be listed alphabetically on the classified pages (the Yellow Pages) of the telephone directory.
         (NOTE: Using the Yellow Pages is a good way to organize a job search if you are looking for a particular type of business.)
   c. Former employers
      1) May have inside information about job opportunities from their contacts within the business community
      2) May be ready to recommend you for another job if your previous performance was good
   d. School placement services
      1) Most schools have a guidance and placement department that offers job information to students. Most also offer career guidance through counselors.
      2) Schools have a good record in finding jobs for students because they know most of the students well.
      3) Vocational instructors can provide valuable assistance in a job hunt. They may have contacts and job leads.
   e. Public employment agencies
      1) Do not charge fees for placement services
      2) Are set up under state and federal laws
      3) Provide counseling
      4) Administer aptitude, ability, and interest tests
      5) Arrange interviews
   f. Private employment agencies
      1) Charge fees for placement services
      2) Collect fees when the client finds a job
      3) Require a contract between the job seeker and the agency

    4) Practices and procedures controlled by state laws
    5) Administer aptitude, ability, and interest tests
    6) Arrange interviews
    7) Provide counseling

g. Newspaper advertisements
    1) Employment opportunities are listed daily in the "help wanted" section or job seekers can place their own ads in the "situations wanted" section. Sunday newspapers usually contain the greatest number of classified advertisements.
    2) Classified ads can help an individual determine the demand for certain types of jobs and the training and education required for those jobs.
    3) The competition for jobs listed in the newspaper is great because of its large audience.
    4) Newspapers usually report on new businesses moving into the community. Included in the report may be information about the person to contact for possible job openings.

h. Union hiring halls--offices maintained by labor unions may provide information on employment opportunities.

i. Government personnel offices
    1) Personnel offices are maintained by different departments of city and state governments.
    2) These offices are located within federal buildings, state buildings, courthouses and city halls.
    3) Applicants for jobs in the federal government must take a civil service exam before being considered. Contact the local office for the dates that exams are being given.

j. Libraries
    1) Subscribe to local, state, and national newspapers and publications that contain employment information
    2) Subscribe to business and industry directories, (contain names, addresses, and contact persons) which may be helpful to those who have a certain company in mind
    3) Obtain telephone directories for many larger cities in the United States

IX. Evaluate yourself for self-improvement

(Objective 9; TM 4)

A. Our behavior and attitudes affect how we feel about ourselves and how others view us.

B. Personal traits (personality) make each individual different from all others.

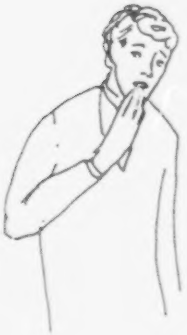
1. Attitude--a positive or negative approach
2. Common sense--good judgement, being reasonable
3. Courtesy--concern for the comfort of others, good manners
4. Dependability--reliability, ability to be "counted on"
5. Desire to succeed--ambition
6. Enthusiasm--happy, excited
7. Foresight--ability to plan ahead, anticipate
8. Friendliness--sincere interest in others
9. Honesty--truthfulness
10. Initiative--self-direction
11. Loyalty--speak well of employer, keep company concerns in the company and at the office.
12. Morality--socially acceptable
13. Neatness--good grooming, tidy work area, organization
14. Open-mindedness--ability to see both sides of a question or argument
15. Personal appearance--appropriate dress, good grooming
16. Self-control--ability to control emotions and impulses
17. Sense of humor--ability to see and enjoy the funny side of life
18. Tact--saying the right thing at the right time in a way that does not offend
19. Use of voice--the quality of voice and speech Adjust your voice level if:
    a. People move away when you speak, or
    b. People ask you to repeat yourself. Speak slowly enough for people to understand you.

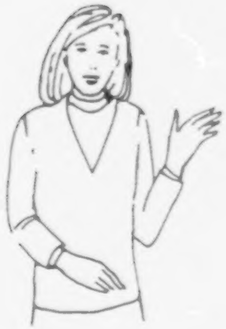
C. To maintain a desirable level of personal awareness, take 15 minutes in the morning and the evening for personal analysis.

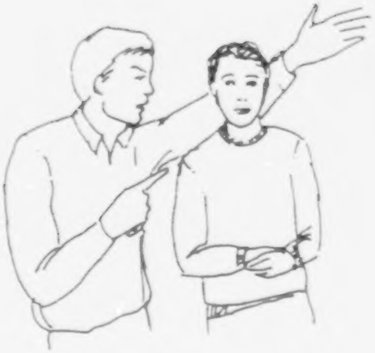
1. How am I doing?
2. How do I feel?
3. Am I holding any tensions? What are they from?
4. Have I done anything today to achieve my goals?
5. Do I need to resolve any personal or professional problems or relationships?

6. Do I feel appreciated, cared for, nurtured? If not, what can I do?

Poise Chart

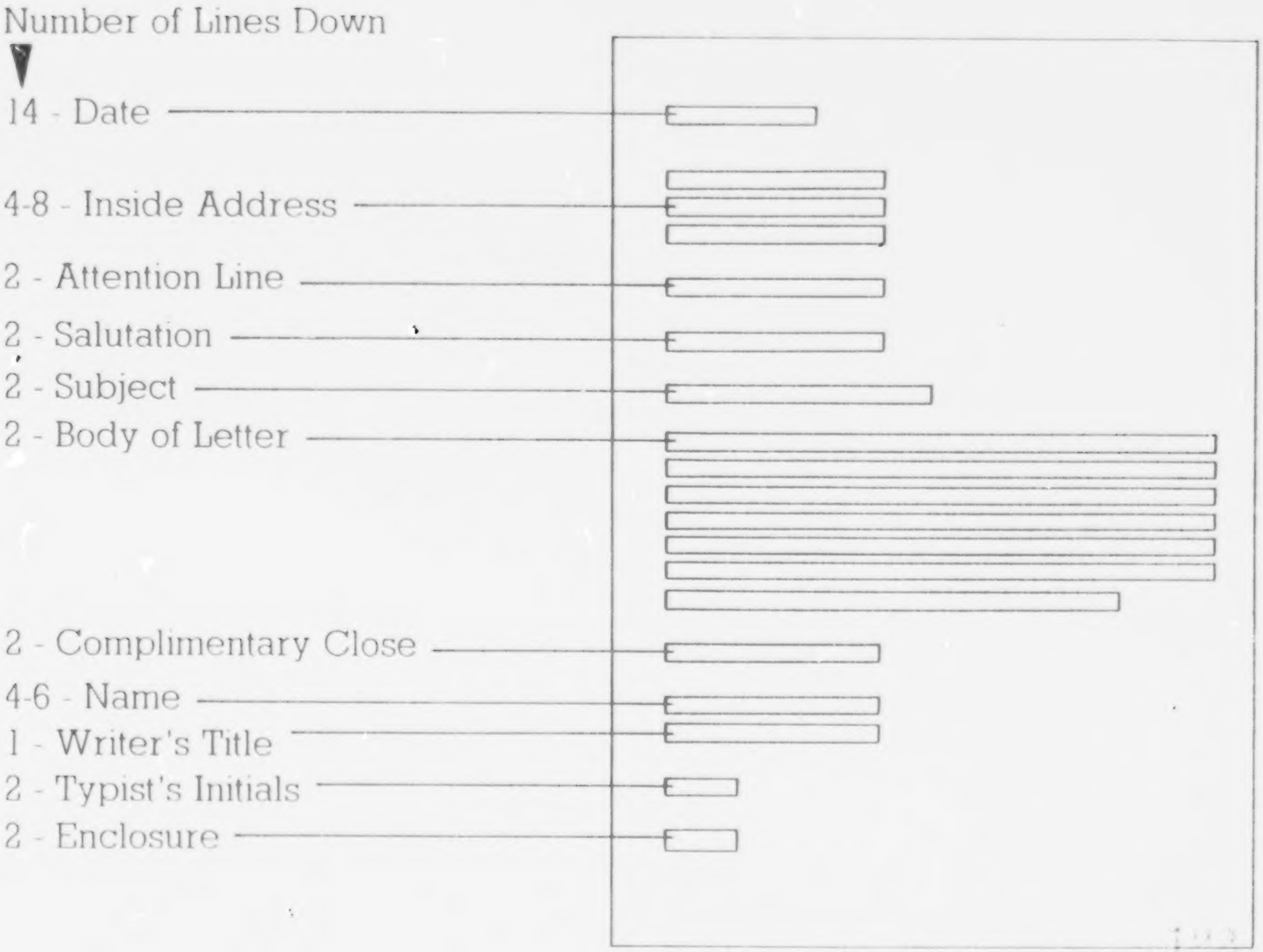






	INTIMIDATED	POWERFUL	OVERBEARING
Eye Contact	Avoid direct eye contact	Direct eye contact	Stares, looks down on people
Facial Expression	Not consistent (smiles when angry or upset)	Consistent with verbal message	Tilts eyebrow, squints; purses lips
Posture	Poor; slouches, lacks energy	Good; erect stance; energetic	Good, but rigid; "puffed up" chest
Voice	Low, slow, may stammer or stutter; pitch increases at end of a statement	Good, clear quality; evenly paced	Fast; often misunderstood; loud and demanding
Body Movement, Gestures	Fidgets; hands touch face, mouth, and hair	Deliberate; used effectively to emphasize the verbal message	Points finger; uses broad gestures; violates the others' space

Letter Placement



Number of Lines Down

14 - Date

4-8 - Inside Address

2 - Attention Line

2 - Salutation

2 - Subject

2 - Body of Letter

2 - Complimentary Close

4-6 - Name

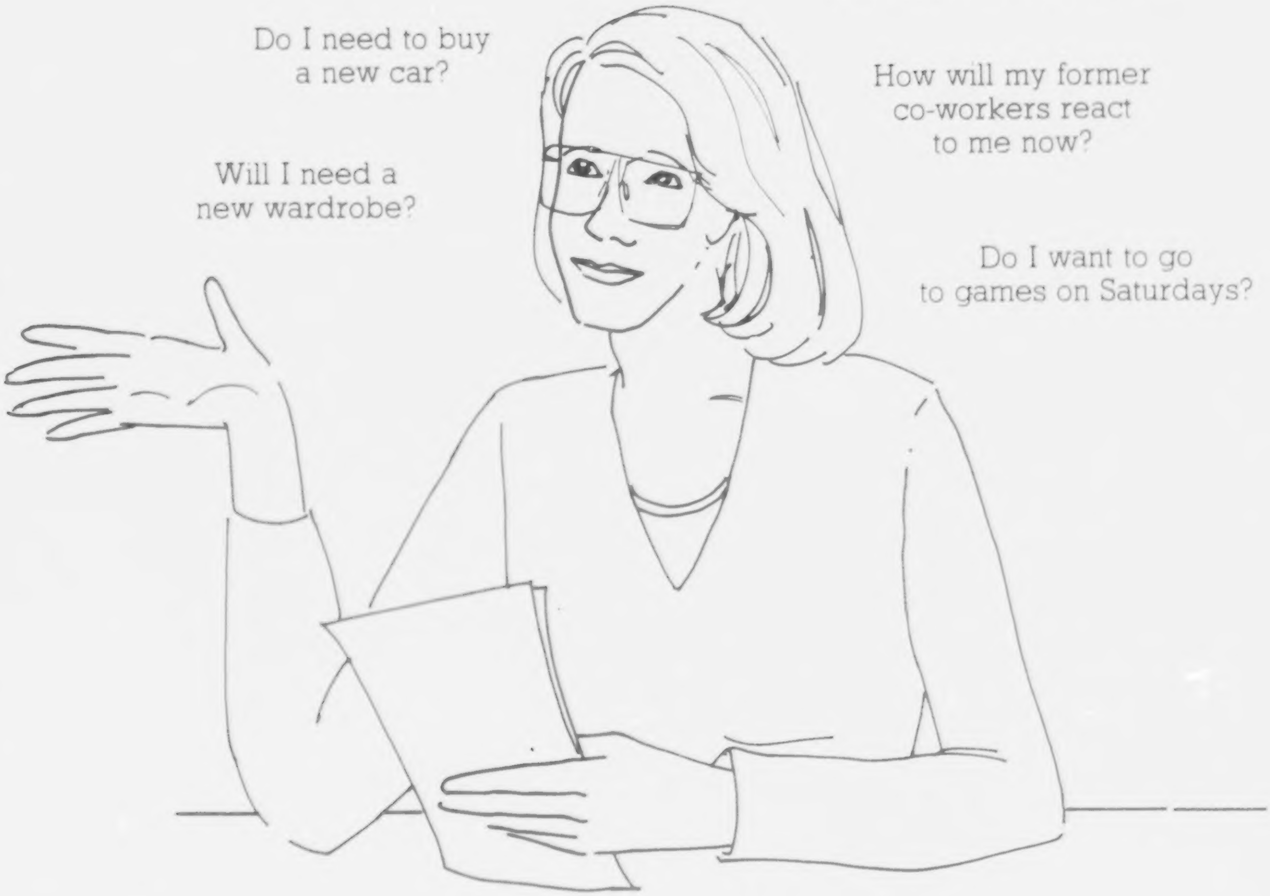
1 - Writer's Title

2 - Typist's Initials

2 - Enclosure

TM 3

To Grow or not to Grow?


Must I move to L.A.?
Will there be more overtime?
There will be more money, but less time to spend it.
Do I need to buy a new car?
How will my former co-workers react to me now?
Will I need a new wardrobe?
Do I want to go to games on Saturdays?
I want to make significant contributions to this company.

TM 4

What's Your Attitude

Negative (-)	or	Positive (+)
1. Rarely smiles		1. Smiles easily and often
2. Tries to force own ideas on others; unwilling to change		2. Open to new ideas; willing to change
3. Inflexible; unable to see other's point of view		3. Flexible; open-minded
4. Constantly complains		4. Rarely complains
5. Blames others for own mistakes; irresponsible		5. Takes responsibility for own mistakes
6. Continually criticizes others		6. Rarely criticizes others
7. Inconsiderate; selfish		7. Considerate of others
8. Unable to communicate with direct eye contact		8. Communicates effectively with direct eye contact
9. Full of excuses		9. Seldom makes excuses
10. Often bored; has few interests		10. Keeps busy; has a variety of interests

PERSONAL EMPLOYABILITY SKILLS

UNIT II

HANDOUT 1--SAMPLE INTERVIEW QUESTIONS

QUESTIONS ABOUT YOU

1. Tell me about yourself.
2. Where did you go to school? Did you graduate?
3. Did you earn any of your own expense money while you were in school?
4. Are you in good health?
5. What jobs have you held? How did you find them? Why did you leave each one?
6. Where do you live?
7. What are your hobbies and other interests?
8. What books have you read lately? What magazines and/or newspapers do you read regularly?
9. Is it an effort for you to be tolerant of persons with a background and interests different from your own?

QUESTIONS ABOUT YOUR JOB TRAINING

1. Did you take a vocational program in high school or in a technical school?
2. In what subject did you make your best grades?
3. What kinds of job experiences have you had that you feel are especially valuable to you?
4. What is your chosen field of work? Are there "job hazards" (either physical or psychological) in your chosen field? If there are, name one or two.
5. If necessary, can you forget what you've learned and start new training?
6. How would you rate your training for this job? Very good? Good? Fair?
7. Do you have any plans for continuing your studies while on the job? Why or why not?

8. In which extracurricular activities did you participate at school? Why were they worth the time you spent?
9. What are your own special abilities?
10. Do you think it's fair for employers to consider grades and/or school attendance when they evaluate an applicant? Why or why not?

QUESTIONS ABOUT THE JOB

1. What kind of job do you want?
2. Do you want temporary or permanent work?
3. Why did you decide you wanted this kind of job?
4. Why do you think you want to work for this company?
5. What skills or qualifications do you have that make you think you can do the job?
6. How much money do you think you should get for this job?
7. Do you have a specific job or goal you want to work toward?
8. What personal characteristics and what kind of performance records do you think are needed to succeed in your vocation?
9. Would you be willing to move to another neighborhood, or even another city if the job required it?
10. Do you like to work with other people or do you work best alone?

PERSONAL EMPLOYABILITY SKILLS

UNIT II

HANDOUT 2--REJECTION

Here are 25 common reasons that an applicant is not hired.

1. Poor personal appearance
2. Dominating personality--too aggressive--overbearing
3. Poor communication skills and language usage
4. No career goals
5. Poor attitude--lacks interest and enthusiasm
6. No self-confidence
7. Fails to participate in activities
8. "Money hungry"--interested only in money
9. Underachiever in school
10. Not willing to start at the bottom
11. Avoids giving a direct answer to a direct question
12. Lacks sensitivity
13. Immaturity
14. Poor manners
15. Discusses past employers
16. Lacks social understanding (etiquette)
17. Did not like schoolwork
18. Not energetic
19. No direct eye contact
20. Limp handshake
21. Lacks decision-making abilities
22. Marital problems
23. Conflicts with parents

24. Unattractive application form

25. No sense of humor

PERSONAL EMPLOYABILITY SKILLS

UNIT II

HANDOUT 3--WHY?

Here are 15 common reasons that an employee loses his/her job.

1. Does not understand job responsibilities
2. Ineffective communication between supervisor and employee
3. Incompetence--wrong person for the job
4. Inability to work around personality conflicts with supervisor
5. Not able to get along with co-workers
6. Fails to go through proper channels of communication (office politics)
7. Position is not personally gratifying
8. Fails to control emotions
9. Lacks effective decision-making ability
10. Too ambitious
11. Lacks initiative
12. Allows personal problems to interfere with job
13. Lacks pride and loyalty in job and company
14. Does not give a full day's work for full day's pay
15. Does not accept responsibility

This assignment sheet is for the student's own use and should not be collected or graded.

PERSONAL EMPLOYABILITY SKILLS

UNIT II

ASSIGNMENT SHEET 1--COMPLETE A SELF-ESTEEM SELF-TEST

Directions: Rate the statements listed below by using the following scale.

0 = not true
1 = somewhat true
2 = largely true
4 = true

____ 1. I usually feel inferior to others.
____ 2. I normally feel warm and happy toward myself.
____ 3. I often feel inadequate to handle new situations.
____ 4. I usually feel warm and friendly toward all I contact.
____ 5. I habitually condemn myself for my mistakes and shortcomings.
____ 6. I am free of shame, blame, guilt, and remorse.
____ 7. I have a driving need to prove my worth and excellence.
____ 8. I have great enjoyment and zest for living.
____ 9. I am much concerned about what others think and say of me.
____ 10. I can let others be wrong without attempting to correct them.
____ 11. I have a strong need for recognition and approval.
____ 12. I am usually free of emotional turmoil, conflict, and frustration.
____ 13. Losing normally causes me to feel resentful.
____ 14. I usually anticipate new endeavors with quiet confidence.
____ 15. I am prone to condemn others and often wish them punished.
____ 16. I normally do my own thinking and make my own decisions.
____ 17. I often defer to others because of their wealth or prestige.
____ 18. I willingly take responsibility for the consequences of my actions.
____ 19. I am inclined to exaggerate and lie to maintain my self-image.
____ 20. I am free to give precedence to my own needs and desires.
____21. I tend to belittle my own talents, possessions, and achievements.
____22. I am free to speak up for my own opinions and convictions.

_____23. I habitually deny, alibi, justify, or rationalize my mistakes and defeats.

____ 24. I am usually poised and comfortable among strangers.

____ 25. I am very often critical and belittling of others.

____ 26. I am free to express love, anger, hostility, resentment, joy, etc.

____ 27. I feel very vulnerable to others' opinions, comments, and attitudes.

____ 28. I rarely experience jealousy, envy, or suspicion.

____ 29. I am a professional people pleaser.

____ 30. I am not prejudiced toward racial, ethnic, or religious groups.

____ 31. I am fearful of exposing my real self.

____ 32. I am normally friendly, considerate, and generous with others.

____ 33. I often blame others for my handicaps, problems, and mistakes.

____ 34. I rarely feel uncomfortable, lonely, and isolated when alone.

____ 35. I am a compulsive perfectionist.

____ 36. I accept compliments and gifts without embarrassment or obligation.

____ 37. I am often compulsive about eating, smoking, talking, or drinking.

____ 38. I am appreciative of others' achievements and ideas.

____ 39. I often shun new endeavors because of fear of mistakes or failure.

____ 40. I make and keep friends without trying.

____ 41. I am often embarrassed by the actions of my family or friends.

____ 42. I readily admit my mistakes, shortcomings, and defeats.

____ 43. I experience a strong need to defend my acts, opinions, and beliefs.

____ 44. I take disagreement and refusal without feeling put down or rejected.

____ 45. I have an intense need for confirmation and agreement.

____ 46. I am eagerly open to new ideas and proposals.

____ 47. I customarily judge my self-worth by comparison with others.

____ 48. I am free to think any thoughts that come into my head.

____ 49. I frequently boast about myself, my possessions, and achievements.

____ 50. I accept my own authority and do as I myself, see fit.

Score yourself:

1. Draw a circle around all your even numbered answers.
2. Add the total of all your even numbered answers (those with the circles.
3. Add the total of all your odd numbered answers (those without circles).
4. Subtract your odd numbered answers from your even numbered answers:

Even numbers take away odd numbers equals score.

__________ - __________ = __________

Scores may range from 150 to -150.

Your teacher will tell you how to interpret your score.

(Source: R. Dean Baxter, Staff Development Specialist, Personnel Services, University of Missouri-Columbia. Materials from a workshop entitled: Success with Stress, A Matter of Balance. Used with permission.)

Name:______________________________________

PERSONAL EMPLOYABILITY SKILLS

UNIT II

ASSIGNMENT SHEET 2--PREPARE A RESUME

Write a resume that you would include with either a letter of inquiry or a letter of application.

Directions: Look up several resume formats and choose one that best fits your needs. Type your information on 8 1/2-x 11-inch white paper. Do not go over one page in length. Avoid using abbreviations. Make sure spelling is correct.

Make note of the following on the sample resume:

A. Name is in capital letters to stand out and draw attention.

B. Name, address, and telephone number is centered.
(NOTE: If using a local and a permanent address, center them both along the top of the page.)

C. Entire text is centered horizontally and vertically.

D. Information does not exceed one page in length.

E. Parallel sentence structure remains consistent through entire text.

F. Work experience begins with most recent job listed first.
(NOTE: If educational level is beyond high school, the most recent institution attended should be listed first.)

G. If you state that references are available on request, be sure that the letters are typed and ready to be sent out.

KEY WORDS FOR RESUME PREPARATION

Action Words

actively
accelerated
adapted
administer
analyze
approve
coordinate
conceived
conduct
completed
control
created
delegate
develop
demonstrate
direct
effect
eliminated
established
evaluate
expanded
expedite
founded
generate
increased
influence
implemented
initiated
interpret
improve
launched
lead
lecture
maintain
manage
motivated
organize
originate
participated
perform
plan
pinpointed
program
proposed
proved
provide
proficient
recommend
reduced
reinforced
reorganized
revamped
responsible
responsibilities
revise
review
schedule
significantly
simplicity
set up
solve
strategy
structure
streamline
successfully
supervise
support
teach

Self-Descriptive Words

active
adaptable
aggressive
alert
ambitious
analytical
attentive
broad-minded
conscientious
consistent
constructive
creative
dependable
determined
diplomatic
disciplined
discrete
economical
efficient
energetic
enterprising
enthusiastic
extroverted
fair
forceful
imaginative
independent
logical
loyal
mature
methodical
objective
optimistic
perceptive
personable
pleasant
positive
practical
productive
realistic
reliable
resourceful
respective
self-reliant
sense-of-humor
sincere
sophisticated
systematic
tactful
talented
will travel
will relocate

Courtesy of: Career Planning and Placement Center
University of Missouri
Columbia, Missouri 65211

SAMPLE RESUME

JAMES MANTIKA
227 Washington Drive
Guess, Missouri 64729
(314) 597-6322

PROFESSIONAL OBJECTIVE	To succeed in a career in the field of clothing design and production for individual customers
EDUCATION	Guess High School, Guess, Missouri, 1986-1990 Completed fabric services program including two years of alterations and tailoring, flat pattern, advanced construction, and entrepreneurship
WORK EXPERIENCE	Sample Fabric Store, Guess, Missouri. May 1988 through August 1990. Employed as alterations aide. Performed duties of recording orders, fitting garments, altering ready-made clothing, planning displays, and operating cash register Dr. and Mrs. John Wilson, Guess, Missouri. April 1986 through July 1990. Child sitter. Performed duties of preparing meals, bathing children, playing with children, answering telephone, recording messages, and maintaining domestic order At-Last-A Hotel, Crammer, Missouri. April 1986 through April 1988. Employed as desk clerk. Performed duties of greeting guests, answering telephone, recording messages, operating cash register, and recording guest complaints
SPECIAL SKILLS	Operating sewing machine (industrial and domestic), operating cash register, answering telephone, working with people of any age, illustrating
SCHOOL ACTIVITIES	President, HERO; high school band; football team; golf team
REFERENCES	References will be furnished upon request

Name______________________________________

PERSONAL EMPLOYABILITY SKILLS

UNIT II

ASSIGNMENT SHEET 3--WRITE COVER LETTERS

The cover letter introduces you and tells the employer how your abilities will be useful to the company. A cover letter may be either a letter of inquiry or a letter of application. Samples of both these types of letters are attached.
(NOTE: Review Information Sheets if necessary.)

Directions: Type your information on 8 1/2-x 11-inch white paper. Do not go over one page in length. Avoid using abbreviations. Make sure spelling, capitalization, and punctuation are correct. Keep the paper clean.
(NOTE: When answering a blind ad, use "To Whom It May Concern." Do not repeat information given in your resume.)

Part 1: Look through your local phone directory and choose a company or employer where you would like to work. Write a letter of inquiry to this place or person, and include a resume (Assignment Sheet 2) and a self-addressed, stamped envelope.

Part 2: Look through the classified ad section of your local paper and cut out a help-wanted ad that applies to your area of interest. Write a letter of application and include a resume (Assignment Sheet 2) and a self-addressed, stamped envelope.

SAMPLE LETTER OF INQUIRY

1212 Strange Avenue
Guess, Missouri 64729
April 1, 19__

Ms. Julie Sample
Manager
Sample Fabric Store
2500 Madison Street
Guess, Missouri 64729

Dear Ms. Sample:

I am writing to you regarding employment with your fabric store, given the suggestion by my HERO coordinator, Mr. Joe Guy at Guess High School.

Guess High School offers courses in clothing and textiles, and I have taken all four of them. I have completed Clothing Construction I and II, Alterations, and Textiles with a B+ average in these classes. In addition, I have made garments for customers this past year and a half.

My resume is enclosed with this letter, and it will give you more information about me. Since I am planning a career in the fabric services field, I am eager to become a part of a fabric store of your reputation.

Please send application materials in the enclosed envelope for any positions which I might be considered. I look forward to hearing from you.

Sincerely,

Janet Curtis

Encs.

SAMPLE LETTER OF APPLICATION

227 Washington Drive
Guess, Missouri 64729
September 3, 19__

Mr. James Key
Personnel Director
OK Stitchery Corporation
1200 Grand Avenue
Kansas City, Missouri 64101

Dear Mr. Key:

Please consider me as an applicant for the position of dressmaker aide in the cutting room at OK Stitchery Corporation.

In May, I completed the 12th grade at Guess High School where I completed two years of occupational fabric services classes. A record of my work experience is included on the attached resume. My placement papers, including letters of reference and high school courses and grades, are available at the Placement Office, Guess High School, Guess, Missouri 64729.

I will be happy to arrange an interview in Kansas City at your convenience, and would appreciate your consideration of my candidacy for the position.

I look forward to hearing from you.

Sincerely,

Jim Mantika

Enc.

Name: ____________________________________

PERSONAL EMPLOYABILITY SKILLS

UNIT II

ASSIGNMENT SHEET 4--WRITE A THANK YOU LETTER

The thank you letter is a courtesy. It tells the employer that you appreciate the time he/she spent with you and that you are interested in the job. Below is a sample of this type of letter.

Directions: TYPE your thank you letter on 8 1/2-x 11-inch white paper. Address the letter to the person who interviewed you. DO NOT go over one page in length. AVOID using abbreviations. Make sure spelling, capitalization, and punctuation are correct. Keep the paper clean.

SAMPLE THANK YOU LETTER

227 Washington Drive
Guess, MO 64729
September 15, 19__

Mr. James Key
Personnel Director
OK Stitchery Corporation
1200 Grand Avenue
Kansas City, Missouri 64101

Dear Mr. Key:

Yesterday you gave me the privilege of an interview regarding a job in your cutting room. The dressmaker aide position you described sounds exciting.

I believe you will find my training and work experience background appropriate for the job. It would be my privilege to have the opportunity to work within your organization.

Thank you for extending the courtesy of an interview.

Sincerely,

Jim Mantika

Name______________________________

PERSONAL EMPLOYABILITY SKILLS

UNIT II

ASSIGNMENT SHEET 5--WRITE A LETTER OF RESIGNATION

A letter of resignation is your official notice to your employer that you intend to leave your job. The letter should state a reason for leaving (i.e., a new job or moving to another city). This is not the place to complain or get even. You may wish to use this job for a reference in the future and everything, including your letter of resignation, will add to or detract from the impression you leave behind.

Always give at least two weeks notice, more if you can. Write the letter to your immediate supervisor. If you feel that other members of the organization need to be personally informed, send copies of the letter to them. If possible, say something personal and positive in your letter and express your regret about leaving.

Directions: TYPE your letter of resignation on 8 1/2-x 11-inch white paper. AVOID using abbreviations. Make sure spelling, capitalization, and punctuation are correct. Keep the paper clean.

SAMPLE RESIGNATION LETTER

227 Wilma Road
Guess, MO 64729
March 3, 19__

Miss Bonnie White
Supervisor, Yard Goods Department
OK Stitchery Corporation
1200 Grand Avenue
Kansas City, Missouri 64101

Dear Miss White:

On April 1 of this year I will be leaving the OK Stitchery Corporation. Another opportunity has been offered to me which, after careful consideration, I cannot refuse.

I have enjoyed working with you in the yard goods department and I have learned a lot from you. While I am excited about this new job, I am sorry to be leaving OK Stitchery.

Sincerely,

Julia White

cc: Mr. James Key
Personnel Director

PERSONAL EMPLOYABILITY SKILLS

UNIT II

ASSIGNMENT SHEET 6--COMPLETE, BUT BE NEAT

ES-511-R27
E.S. 9-83

WORK APPLICATION

FOR OFFICE USE

1. Office ID No.
2. Sta-Dsk
3. Date Mo. Day Yr.
4. Control ☐ 1. Match ☐ 2. Partial

5. Social Security Number
6. Last Name - First Name - Middle Initial
7. Mailing Address - Number and Street
8. City
9. State
10. Zip Code
11. Telephone Number Area Code
12. County
12a. Cnty. Code
13. SDA

PERSONAL INFORMATION

14. Birth Date Mo. Yr.

15. Race/Ethnic (Check One)
☐ 1. White ☐ 2. Black ☐ 3. Hispanic
☐ 4. American Indian/Alaskan Native ☐ 5. Asian/Pacific Islander ☐ 6. Other

16. Sex ☐ 1. Male ☐ 2. Female

17. Are you a U.S. Citizen? _______ Yes/No If No, do you have a work permit? _______ Yes/No

18. Education: Enter highest grade of school or college completed ☐ (Years)
H.S. Diploma _______ Yes/No College: Degree? Kind _______
G.E.D. _______ Yes/No Major Course(s) of Study _______
Additional Training: (Vocational/Technical/Military): School Name _______
Course: _______

19. Family Income for last 6 months before taxes: $ _______ Number in Family _______

20. Do you have a handicap or medical problem? _______ Yes/No If Yes, describe _______

21. Military Service
Branch Date Entered Mo. Day Yr. Date Separated Mo. Day Yr.
Check One: ☐ 0 Not Eligible for Veterans Preference
☐ 1 On Active Duty over 180 Days (or discharged for service connected disability) at some time between August 4, 1964 and May 8, 1975.
☐ 2 On Active Duty over 180 Days (or discharged for service connected disability) at no time between August 4, 1964 and May 8, 1975.
☐ 3 Not a veteran but am entitled to veterans preference.

I certify that all information as listed, is true and correct to the best of my knowledge and belief and that I served in the Armed Forces of the United States during the period shown and was separated therefrom under other than dishonorable conditions.
(Signed) _______

OCCUPATIONAL INFORMATION

22. Work History. Describe your most important jobs (including Military). Begin with your present or most recent job.

(a) Company Name City State Job Title
Length of Job (in months) Date Job Ended Mo. Yr. Reason for Leaving (Check One) ☐ 1 Layoff ☐ 2 Quit ☐ 3 Fired ☐ 4 Job Ended ☐ 5 Other
Salary Dollars Cents Pay Unit (Check One) ☐ 1 Hour ☐ 2 Day ☐ 3 Week ☐ 4 Month ☐ 5 Year ☐ 0 Other
List Main Duties and Assignments, Tools, or Equipment Used, etc. Below:

(b) Company Name City State Job Title
Length of Job (in months) Date Job Ended Mo. Yr. Reason for Leaving (Check One) ☐ 1 Layoff ☐ 2 Quit ☐ 3 Fired ☐ 4 Job Ended ☐ 5 Other
Salary Dollars Cents Pay Unit (Check One) ☐ 1 Hour ☐ 2 Day ☐ 3 Week ☐ 4 Month ☐ 5 Year ☐ 0 Other
List Main Duties and Assignments, Tools, or Equipment Used, etc. Below:

(c) Company Name City State Job Title
Length of Job (in months) Date Job Ended Mo. Yr. Reason for Leaving (Check One) ☐ 1 Layoff ☐ 2 Quit ☐ 3 Fired ☐ 4 Job Ended ☐ 5 Other
Salary Dollars Cents Pay Unit (Check One) ☐ 1 Hour ☐ 2 Day ☐ 3 Week ☐ 4 Month ☐ 5 Year ☐ 0 Other
List Main Duties and Assignments, Tools, or Equipment Used, etc. Below:

ES-511-R27-2

OCCUPATIONAL INFORMATION (Continued)

23. Kind of job wanted: First Choice ______ Second Choice ______

24. What is the lowest salary you will accept? $______ (Check One) ☐ 1 Hour ☐ 2 Day ☐ 3 Week ☐ 4 Month ☐ 5 Year ☐ 0 Other

25. Are you seeking permanent work? ☐ Yes ☐ 1 No (Short Duration)

26. Work Week: Are you looking for: (Check One) ☐ 1 Full Time ☐ 2 Part Time ☐ Either

27. Check the shift you can work: ☐ 1 First ☐ 1 Second ☐ 1 Third ☐ 1 Rotating ☐ 1 Split

28. If needed for work, do you have:

(a) Drivers License? Kind ☐ 1 Private ☐ 2 Chauffeur ☐ 3 ICC ☐ 4 Other

(b) Vehicle? ______ Yes/No

(c) Work Tools? ______ Yes/No If Yes, Kind ______

29. Do you need public transportation to work? ☐ 3 Yes ☐ No

30. How many miles one way will you commute to a job? ______ Miles

31. Are you willing to relocate? ______ Yes/No If Yes, List Area ______

32. If you are interested in clerical jobs:

(a) Can you type? ______ Yes/No If Yes ______ WPM

(b) Can you take dictation? ______ Yes/No If Yes ______ WPM

33. I UNDERSTAND THAT THIS INFORMATION IS REQUIRED TO BE PROVIDED PURSUANT TO CHAPTER 288 RSMO AND 8 CSR 10-4.010 OF MISSOURI DIVISION OF EMPLOYMENT SECURITY, AND THE INTERNAL REVENUE CODE OF 1954 (26 U.S.C. 85,6011(a), 6050B, and 6109(a)), AND WILL ONLY BE USED BY PUBLIC OFFICIALS IN THE PERFORMANCE OF THEIR PUBLIC DUTIES.

I CERTIFY THAT ALL INFORMATION INCLUDING FAMILY INCOME, AS LISTED, IS TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE AND BELIEF.

(Signed) ______ (Interviewer's Signature) ______

OFFICE USE ONLY

34. Occupational Title	35. D.O.T. Code (ADS)	36. Location 1 JB ID Zone Rng. Not ☐ 1	Location 2 Zone Rng. Not ☐ 1	Location 3 Zone Rng. Not ☐ 1

		37. Keywords			Keywords

DOT Code 1	Mo. Exp.	(Matching)	DOT Code 2	Mo. Exp.	(Matching)

38. Other Occupationally Significant Information: (Includes counseling plan and test results)

ADDITIONAL APPLICANT CHARACTERISTICS (FOR OFFICE USE)

39. Summer Youth	40. Handicapped	41. Economically Disadv.	42. Welfare	43. Eligible Claimant
☐ 1 Yes ☐ 2 No	☐ 0 No ☐ 1 Handicapped (Not Disabled Veteran) ☐ 2 Disabled Veteran ☐ 3 Special Disabled Veteran	☐ 1 Yes ☐ 2 No	☐ 0 No Welfare WIN: ☐ 1 Mandatory ☐ 2 Voluntary ☐ 5 Unempl. Parent NON-WIN: ☐ 3 Other	

44. Dislocated Worker	45. SFW Migrant	46. Food Stamp Work Reg. Received	47. JTPA Participant
	☐ 0 No ☐ 1 Seasonal Farm Worker ☐ 2 Migrant Farm Worker ☐ 3 Migrant Food Processor	☐ 0 No ☐ 1 Registration Received No Assessment Performed ☐ 2 Category I - Job Ready ☐ 3 Category II - Non-Job Ready ☐ 4 Category III - Assessed ☐ 5 Category III - Not Assessed ☐ 6 Disqualified	

EMPLOYMENT ELIGIBILITY VERIFICATION

1. EMPLOYEE INFORMATION AND VERIFICATION: (To be completed and signed by employee.)

Name: (print or type) Last	First	Middle		Maiden
Address: Street Name and Number	City	State		Zip Code
Date of Birth (Month Day Year)		Social Security Number		

I attest, under penalty of perjury, that I am (check a box):

☐ A citizen or national of the United States

☐ An alien lawfully admitted for permanent residence. (Alien Number A ______________)

☐ An alien authorized by the Immigration and Naturalization Service to work in the United States. (Alien Number A ______________) or Admission Number ______________ expiration of employment authorization, if any ______________)

I attest, under penalty of perjury, the documents that I have presented as evidence of identity and employment eligibility are genuine and relate to me. I am aware that federal law provides for imprisonment and/or fine for any false statements or use of false documents in connection with this certificate.

Signature	Date (Month Day Year)

PREPARER TRANSLATOR CERTIFICATION: (if prepared by other than the individual) I attest, under penalty of perjury, that the above was prepared by me at the request of the named individual and is based on all information of which I have any knowledge.

Signature	Name (Print or Type)		
Address (Street Name and Number)	City	State	Zip Code

2. EMPLOYER REVIEW AND VERIFICATION: (To be completed and signed by employer.)

Examine one document from those in List A and check the correct box, or examine one document from List B and one from List C and check the correct boxes. Provide the Document Identification Number and Expiration Date, for the document checked in that column.

List A
Identity and Employment Eligibility

☐ United States Passport

☐ Certificate of United States Citizenship

☐ Certificate of Naturalization

☐ Unexpired foreign passport with attached Employment Authorization

☐ Alien Registration Card with photograph

☐ Temporary Resident Card or Employment Authorization Card

Document Identification

# ______________

Expiration Date (if any)

____

List B
Identity

and

☐ A state issued driver's license or I.D. card with a photograph, or information, including name, sex, date of birth, height, weight, and color of eyes.
(Specify State) ______________

☐ Student I.D. with a photograph

☐ Voter's Registration Card

☐ U.S. Military Card or draft record

☐ Identification card issued by federal, state or local government or entity (Specify document and issuing authority ______________)

☐ Military dependent's identification card

Document Identification

# ______________

Expiration Date (if any)

____

List C
Employment Eligibility

☐ Original Social Security Card (other than a card stating it is not valid for employment)

☐ A birth certificate issued by state, county or municipal authority bearing a seal or other certification

☐ Certificate of Birth issued by the U.S. Department of State.

☐ Certificate of Birth Abroad issued by U.S. Department of State

☐ Unexpired INS Employment Authorization (Specify form)
# ______________

Document Identification

# ______________

Expiration Date (if any)

____

CERTIFICATION: I attest, under penalty of perjury, that I have examined the documents presented by the above individual, that they appear to be genuine, relate to the individual named, and that the individual, to the best of my knowledge, is authorized to work in the United States.

Signature	Name (Print or Type)	Title
Employer Name	Address	Date

Form I-9 (03 06 87)
OMB No. 1115-0000

U.S. Department of Justice
Immigration and Naturalization Service

Employment Eligibility Verification

Notice: Authority for collecting the information on this form is in Title 8. United States Code. Section 1324A. It will be used to verify the individual's eligibility for employment in the United States. Failure to present this form for inspection to officers of the Immigration and Nationality Service or Department of Labor within the time period specified by regulation, or improper completion or retention of this form may be a violation of 8 USC§1324A and may result in a civil money penalty.

Section 1. Employee's/Preparer's instructions for completing this form.

Instructions for the employee.

All employees, upon being hired, must complete Section 1 of this form. Any person hired after November 6, 1986 must complete this form. (For the purpose of completion of this form the term "hired" applies to those employed, recruited or referred for a fee.)

All employees must print or type their complete name, address, date of birth, and Social Security Number. The block which correctly indicates the employee's immigration status must be checked. If the second block is checked, the employee's Alien Registration Number must be provided. If the third block is checked, the employee's Alien Registration Number or Admission Number must be provided as well as the date of expiration of that status, if it expires.

All employees must sign and date the form.

Instructions for the preparer of the form, if not the employee.

If the employee is assisted with completing this form, the person assisting must certify the form by signing it, and printing or typing their complete name and address.

Section 2. Employer's instructions for completing this form.

(For the purpose of completion of this form, the term "employer" applies to employers and those who recruit or refer for a fee.)

Employers must complete this section by examining evidence of identity and employment authorization, and:

- checking the appropriate box in List A or boxes in both Lists B and C;
- recording the document identification number and expiration date (if any);
- recording the type of form if not specifically identified in the list;
- signing the certification section.

NOTE: Employers are responsible for reverifying employment eligibility of aliens upon expiration of any employment authorization documents, should they desire to continue the alien's employment.

Copies of documentation presented by an individual for the purpose of establishing identity and employment eligibility may be copied and retained for the purpose of complying with the requirements of this form and no other purpose. Any copies of documentation made for this purpose should be maintained with this form.

Employers may photocopy or reprint this form, as necessary, for their use.

RETENTION OF RECORDS

After completion of this form, it must be retained by the employer during the period beginning on the date of hiring and ending:

- three years after the date of such hiring, or;
- one year after the date the individual's employment is terminated, whichever is later.

UMC CS IMMIGRATION I-9 5/6/87

Name:____

PERSONAL EMPLOYABILITY SKILLS

UNIT II

ASSIGNMENT SHEET 7--PLAN CAREER DEVELOPMENT

Workers cannot afford to discontinue their training after high school graduation. They have a responsibility to keep up with current developments and to project future events. Workers' skills are vital to their work, but it is also necessary to learn new ways to reduce costs, increase productivity, and stimulate profits. A plan for career development is essential to workers in any skilled profession.

Hints to remember in setting up your plan:

A. Select only a few items on which to work at first; add additional items later as your schedule permits.

B. Set aside a certain time of the week for study and improvement. Do not be tempted to skip your improvement sessions.

C. Keep your plans simple enough that they do not interfere with your job by making you tired and sluggish.
(EXAMPLE: Your plan could be to read each issue of a certain trade magazine.)

D. Visit the public library often to review new books and periodicals.

E. Compare notes with friends who are working on similar plans.

F. Check into courses offered at local schools or universities.

G. Try to learn from others.

H. Finish each program that you start.

Directions: Complete the following questions:

1. In what personal area are you weak? Grooming? Voice? Personality? etc. List those areas in which you need improvement.

2. What skills do you have that need improvement? List them.

3. Do you try consistently to improve your skills? __________

4. Do you do additional readings in those areas in which you are interested? __________

5. How many hours do you spend watching television per week (approximately)? __________

6. Could you devote one-third of this time to self-improvement?

____

Procedures for making your plan for career development:

1. Keep track, on a separate sheet of paper, of how you spend your time each day for a week.

2. Review the way you spend your time.

3. List the hours that you plan to spend during the week for self-improvement. ________________________________

    ____

    ____

4. List three immediate goals you hope to achieve.

    ____

    ____

    ____

    ____

    ____

    ____

5. Outline below your career development plan for the next month.

    ____

    ____

    ____

    ____

    ____

    ____

6. After one month of working on your individual improvement plan, review the results. What have you achieved? What had you hoped to achieve that you didn't?

7. List the times you let something else take precedence over your career development program.

PERSONAL EMPLOYABILITY SKILLS

UNIT II

ANSWERS TO ASSIGNMENT SHEETS

ASSIGNMENT SHEET 1

Instructions for scoring this test are on the assignment sheet. Give the following numbers as guidelines for interpreting the scores. Emphasize that a low or negative score only means that the student has work to do to develop his/her self-esteem.

Below 20	Too hard on self
35 to 40	Good, comfortable, room for growth
Above 50	May be a little too boastful (an indicator of low self-esteem.)

ASSIGNMENT SHEET 2

This assignment should be evaluated to the satisfaction of the instructor. Rewrites may be necessary.

ASSIGNMENT SHEET 3

Part 1 & 2: This assignment should be evaluated to the satisfaction of the instructor. Rewrites may be necessary.

ASSIGNMENT SHEET 4

This assignment should be completed neatly and evaluated to the satisfaction of the instructor. Answers will vary.

ASSIGNMENT SHEET 5

This assignment should be evaluated to the satisfaction of the instructor. Answers will vary.

ASSIGNMENT SHEET 6

This assignment should be evaluated to the satisfaction of the instructor. Answers will vary.

ASSIGNMENT SHEET 7

This assignment should be evaluated to the satisfaction of the instructor. Answers will vary.

Name____

PERSONAL EMPLOYABILITY SKILLS

UNIT II

UNIT TEST

Directions: Match each term with the correct definition by writing the letter(s) in the space provided. Each term is used only once.

a. Classified ad
b. Interview
c. Career ladder
d. Situation-wanted ad
e. Sedentary job
ab. Pulmonary
ac. Poise
ad. Posture
ae. Equilibrium
bc. Fee-paid
bd. Job leads
be. Vascular
cd. Blind ad
ce. Help wanted ad

_______ 1. Path of career advancement

_______ 2. An advertisement written by an employer looking for someone to fill a job opening

_______ 3. State of balance

_______ 4. To carry or hold in balance

_______ 5. A job in which the worker sits down most of the time.

_______ 6. An advertisement written by a person looking for employment

_______ 7. Possible job openings

_______ 8. Refers to vessels

_______ 9. Meeting between employer and applicant for the purpose of evaluating and questioning

_______ 10. Manner in which a person holds or carries him/herself when sitting, standing and walking

_______ 11. Advertising arranged according to different subjects in newspaper columns and other publications

______ 12. Refers to lungs

_______ 13. Placement fees paid by the employer

_______ 14. An advertisement where the advertiser is not identified

__Directions__: For each classified advertisement, identify the type of advertisement and describe how it is used.

15. Type: Situation-wanted

Description:

16. Type: Blind advertisement

Description:

17. Type: Help-wanted advertisement

Description:

__Directions__: For each multiple choice question, choose the best answer and write its letter in the space provided.

_____ 18. Which basic posture influences all other postures?

(a) good posture
(b) sitting posture
(c) standing posture
(d) walking posture

_____ 19. Which is the primary purpose of providing brief, but complete, information about a person?

(a) letter of reference
(b) letter of inquiry
(c) job application form
(d) resume

_____ 20. Which is the first phase of the interviewing process?

(a) interview
(b) follow-up letter
(c) preparation for the interview
(d) completed job application form

_____ 21. Which is the second phase of the interviewing process?

(a) interview
(b) follow-up letter
(c) preparation for the interview
(d) completed job application form

_____ 22. Which is the third, and final, phase of the interviewing process?

(a) interview
(b) follow-up letter
(c) preparation for the interview
(d) completed job application form

_____ 23. Which is a phase in the job application process, but not in the interviewing process?

(a) interview
(b) follow-up letter
(c) preparation for the interview
(d) completed job application form

_____ 24. How can professional development be achieved?

(a) membership in professional organization(s)
(b) climbing the career ladder
(c) job promotion
(d) a new job

Directions: The following is information included in either a resume or in a personal portfolio. Place an "a" in the blank beside information for a resume, a "b" in the blank beside information for a personal portfolio, and a "c" in the blank if the information does not apply.

_____ 25. Brochures you have designed
_____ 26. Professional objective
_____ 27. Name, address, phone number
_____ 28. Social security number
_____ 29. Height, weight, age, place of birth
_____ 30. Sketches you have drawn
_____ 31. List of references
_____ 32. Samples of items/things you have made
_____ 33. Statement "portfolio available upon request"
_____ 34. Newspaper clippings about you
_____ 35. The name of your most recent supervisor
_____ 36. The amount of your most recent salary
_____ 37. Your spouse's name and the ages of your children
_____ 38. Your responsibilities on your last several jobs
_____ 39. Letters you have received praising your work

Directions: Place an "a" in the blank beside sources for continuing education. Place a "b" in the blank beside the sources that do not deal in continuing education as outlined in the Information Sheet.

_____ 40. Adult education courses
_____ 41. Senior citizens centers
_____ 42. Workshops, seminars
_____ 43. Trade journals and other related publications
_____ 44. Military training

__Directions__: Using a short answer, list four (4) possible sources of job information and give a description of each.

45. Source
Description

46. Source
Description

47. Source
Description

48. Source
Description

49. Name and describe five (5) personality traits, discussed in class, that could be used as a basis for evaluation in a self-improvement program.

50. Use the following information to write a "Thank You" letter to an interviewer.

Date: February 3, 19__
Interviewer: Marie Stephens, Administrative Assistant
Company: Swatch 'n Sew, Inc.
Address: 8100 Bates Blvd.
St. Louis, MO 66777
Position: Tailor aide in fitting room

(NOTE: If the following activities have not been accomplished prior to the test, ask your teacher when they should be completed.)

51. Complete A Self-Esteem Self-Test (Assignment Sheet 1)
52. Prepare A Resume (Assignment Sheet 2)
53. Write Cover Letters (Assignment Sheet 3)
54. Write A Thank You Letter (Assignment Sheet 4)
55. Write A Letter Of Resignation (Assignment Sheet 5)
56. Complete, But Be Neat (Assignment Sheet 6)
57. Plan Career Development (Assignment Sheet 7)

PERSONAL EMPLOYABILITY SKILLS

UNIT II

ANSWERS TO UNIT TEST

1. c
2. ce
3. ae
4. ac
5. e
6. d
7. bd
8. be
9. b
10. ad
11. a
12. ab
13. bc
14. cd

15. Situation-wanted advertisement--advertisement written by persons looking for employment; text includes qualifications, telephone number, and/or address.

16. Blind advertisement--advertiser is not identified and the applicant is asked to send a resume (with a letter of application) to a post office box number or to call a certain number.

17. Help-wanted advertisement--advertisement that explains what kinds of jobs are available and the qualifications.

18. c
19. d
20. c
21. a
22. b
23. d
24. a

25. b
26. a
27. a
28. c
29. c
30. b
31. c
32. b
33. a
34. b
35. a
36. c
37. c
38. c
39. c

40. a
41. b
42. a
43. a
44. a

45 - 48. For the descriptions of these agencies and sources in questions 45 through 48, refer to section VIII. C. to the satisfaction of the instructor. The following are possible sources that the student might list. However, there may be additional sources given that the instructor will have to evaluate to his/her satisfaction.

a. Friends, relatives, neighbors, and acquaintances
b. Personal applications/window signs
c. Former employers
d. School placement services
e. Public employment agencies
f. Private employment agencies
g. Newspaper advertisements
h. Union hiring halls
i. Government personnel offices
j. Libraries

49. On Information Sheet see Section IX. B. which includes the following:

Attitude--a positive or negative approach
Common sense--good judgement, being reasonable
Courtesy--concern for the comfort of others, good manners
Dependability--reliability, ability to be "counted on"
Desire to succeed--ambition
Enthusiasm--happy, excited
Foresight--ability to plan ahed, anticipate
Friendliness--sincere interest in others
Honesty--truthfulness
Initiative--self-direction
Loyalty--speak well of employer, keep company concerns in the company and at the office.
Morality--socially acceptable
Neatness--good grooming, tidy work area, organization
Open-mindedness--ability to see both sides of a question or argument
Personal appearance--appropriate dress, good grooming
Self-control--ability to control emotions and impulses
Sense of humor--ability to see and enjoy the funny side of life
Tact--saying the right thing at the right time in a way that does not offend
Use of voice--the quality of voice and speech.
Adjust your voice level if:
a. People move away when you speak, or
b. People ask you to repeat yourself. Speak slowly enough for people to understand you.

50. An example is given below for instructor reference, but final evaluation should be to the satisfaction of the instructor.

February 3, 19__

Ms. Marie Stephens
Administrative Assistant
SWATCH 'N SEW, Incorporated
8100 Bates Boulevard
St. Louis, Missouri 66777

Dear Ms. Stephens:

Yesterday you gave me the privilege of an interview regarding a job in your fitting room. The tailor aide position we discussed sounds exciting.

I believe you will find my training and work experience appropriate for the job. I will be happy to have the opportunity to work in your organization.

Thank you for taking the time to talk with me.

Sincerely,

Janet Stapleton

51-57. See answers to Assignment Sheets.

CORE EMPLOYMENT SKILLS
COMPETENCY PROFILE

SECTION C:

C. UTILIZING COMMUNICATION SKILLS

1. Demonstrate active listening skills
2. Cope with criticism
3. Use appropriate telephone techniques
4. Recognize the effect of body language
5. Use correct verbal skills
6. Demonstrate persuasion skills
7. Use appropriate written communication
8. Demonstrate adequate reading skills
9. Demonstrate legible and accurate record keeping skills
10. Give and receive directions

Other (specify): ____________________

____

Using Communication Skills

Unit III

Cross-Reference Table of Instructional Materials

Competency	Instructional Objective	Transparency Master	Handout	Assignment Sheet	Job Sheet	Test Item	Notes
*	1					11-23	
C.1	2	TM 1, 2, 3	HO 1	AS 1		1, 2, 3, 24	
C.2	3			AS 2		4	
C.3	4				JS 1, 2, 3	25	
C.4	5		HO 2	AS 3			
C.5	6			AS 4			
C.6	7					5	
C.7	8	TM 4, 5		AS 5		6-10	
C.8	9						
C.9	10			AS 6, 7, 8			
C.10	11						

*Prerequisite Knowledge

USING COMMUNICATION SKILLS

UNIT III

UNIT OBJECTIVE

After completion of this unit, the student should be able to apply effective and appropriate communication skills necessary to succeed in the world of work. Competencies will be demonstrated by correctly performing the procedures outlined in the Assignment and Job Sheets and by scoring at least 85 percent on the Unit Test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Based on the content outline, MATCH TERMS ASSOCIATED WITH COMMUNICATION SKILLS TO THE CORRECT DEFINITIONS by attaining 100 percent accuracy on the Unit Test.
2. Based on the content outline, Transparency Masters 1, 2, 3, and Handout 1 IDENTIFY THE CHARACTERISTICS OF EFFECTIVE COMMUNICATION ON THE JOB AND DEMONSTRATE ACTIVE LISTENING SKILLS by completing Assignment Sheet 1 and by attaining 100 percent accuracy on the Unit Test.
3. Based on the content outline, DISTINGUISH BETWEEN JUSTIFIED AND UNJUSTIFIED CRITICISM (PROFESSIONAL AND PERSONAL) by completing Assignment Sheet 2 and by attaining 100 percent accuracy on the Unit Test.
4. Based on the content outline, DEMONSTRATE APPROPRIATE TELEPHONE TECHNIQUES by completing Job Sheets 1, 2, 3 and by attaining 100 percent accuracy on the Unit Test.
5. Based on the content outline and Handout 2, ANALYZE AND INTERPRET NONVERBAL COMMUNICATION by completing Assignment Sheet 3.
6. Based on the content outline, DEMONSTRATE LANGUAGE SKILLS by completing Assignment Sheet 4.
7. Based on the content outline, RATE PERSONAL SPEAKING SKILLS/PERSUASION SKILLS by attaining 100 percent accuracy on the Unit Test.
8. Based on the content outline and Transparency Masters 4 and 5, DEMONSTRATE APPROPRIATE WRITTEN COMMUNICATON by completing Assingment Sheet 5 and by attaining 100 percent accuracy on the Unit Test.

9. Based on the content outline, Transparency Masters, Handouts, Assignment Sheets, and Job Sheets, DEMONSTRATE ADEQUATE READING SKILLS BY FOLLOWING DIRECTIONS and completing each segment of the Unit.

10. Based on the content outline, DEMONSTRATE THE ABILITY TO KEEP LEGIBLE, ACCURATE RECORDS by completing Assignment Sheets 6, 7, and 8.

11. Based on H. 4. of Suggested Activities, GIVE AND RECEIVE DIRECTIONS.

USING COMMUNICATION SKILLS

UNIT III

SUGGESTED ACTIVITIES

A. Obtain additional materials and/or invite resource people to supplement/reinforce information provided in this unit.

(NOTE: This step should be completed prior to the teaching of this unit.)

B. Make transparencies.

C. Provide students with Objective Sheet.

D. Discuss Unit and Specific Objectives.

E. Provide students with Information Sheet.

F. Discuss the Information Sheet.

(NOTE: Use transparencies to enhance the information as needed.)

G. Provide students with Assignment and/or Job Sheets prior to the demonstration of the procedures.

H. Integrate the following activities throughout the teaching of this unit:

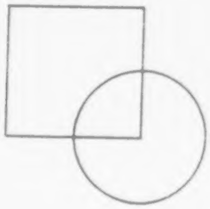
1. Introduce the unit by explaining the terminology provided on the Information Sheet.

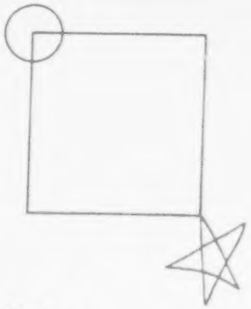
2. Videotape students talking. Show them the tape so they can study their own body language and speaking voices. If videotaping equipment is not available, have students stand in front of full-length mirrors to study themselves.

3. Have students write a paragraph on why they want to graduate from high school, vocational school, or college. Use the paragraphs as the basis for a discussion on handwriting skills and clear writing to get the message across.

4. Ask a student to stand in front of the class and describe how to draw a certain design. Instruct the student that he/she may not use his/her hands or arms. Then have another student describe how to draw a different design. This time, place no restrictions on the use of hands or arms, but do not allow use of a blackboard or other drawing surface. Use the exercise as the basis for

discussions on body language and on giving clear instructions. Two example designs are:





(NOTE: Show examples when possible.)

I. Give test.

J. Evaluate test.

K. Reteach if necessary.

CONTENTS OF THIS UNIT

A. Objective Sheet

B. Suggested Activities

C. Information Sheet

D. Transparency Masters

  1. TM 1--Types of Communication
  2. TM 2--Communication Process
  3. TM 3--Ways to Give Feedback
  4. TM 4--Sample Business Letter
  5. TM 5--Business Memo

E. Handouts
  1. Handout 1--What's Your Communication Style?
  2. Handout 2--Nonverbal Cues and What They May Mean

F. Assignment Sheets

  1. Assignment Sheet 1--Check Your Listening Skills
  2. Assignment Sheet 2--Recognize and Discuss Justified and Unjustified Criticism
  3. Assignment Sheet 3--Interpret Nonverbal Signals
  4. Assignment Sheet 4--Rate Your Communication Skills
  5. Assignment Sheet 5--Check Your Language Skills
  6. Assignment Sheet 6--Fill Out Time Record
  7. Assignment Sheet 7--Fill Out Petty Cash Voucher
  8. Assignment Sheet 8--Keep Track of Inventory

G. Answers to Assignment Sheets

H. Job Sheets

1. Job Sheet 1--Role Play Telephone Situation No. 1: Taking an Order (NOTE TO THE TEACHER: Students may take turns playing the role of the store clerk and the customer placing the order. Allow for variations by having one or both pairs be out of stock in the size or color desired.)
2. Job Sheet 2--Role Play Telephone Situation No. 2: Placing an Order (NOTE TO THE TEACHER: Students may take turns playing the role of the clerk ordering the materials and then reporting to his/her supervisor and of Mr. Simmons taking the order.)
3. Job Sheet 3--Role Play Telephone Situation No. 3: Service Request (NOTE TO THE TEACHER: Have students take turns playing the role of the clerk taking the call and the teacher needing the repair. Allow for variations in the teacher's response to the news that the repair person is not available today.)

I. Unit Test

J. Answers to Unit Test

RESOURCES

A. Budde, M.D., J. Butter, and B. Reese, A Catalog of Tasks, Performance Objectives, Performance Guides, Tools, and Equipment for the Fashion Salesperson. Kentucky Department of Education, 1981.

B. Bureau of Occupational Education Research. Getting Your Foot in the Door. Employability Skills: An Instructional Program. reprint, Vol. I and II, student workbooks. Albany, NY: State Education Department, 1982.

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D. Kimbrell, Grady, and Ben S. Vineyard. Succeeding in the World of Work. Bloomington, IL: McKnight, 1981.

E. Kraska, M.F. Communication Skills for Trade and Industry. Cincinnati, OH: South-Western, 1985.

F. LaBella, A., and D. Leach. Personal Power: The Guide for Today's Working Woman. Boulder, CO: Newview, 1983.

G. Packard, S., A.A. Winters, and N. Axelrod. Fashion Buying and Merchandising. 2nd ed. New York: Fairchild, 1983.

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J. Russon, A.R., and H.R. Wallace. *Personality Development for Work*. Cincinnati, OH: South-Western, 1981.

K. Vanderhoff, M. *Clothes, Clues, and Careers*. Lexington: Ginn, 1981.

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M. Williams, John W., and Steven A. Eggland. *Communicating at Work*. Cincinnati, OH: South-Western, 1979.

USING COMMUNICATION SKILLS

UNIT III

INFORMATION SHEET

I. Terms and definitions

(Objective 1)

A. Autocracy--government by one person with unlimited power; leadership based on one person's ideas, opinions, and beliefs.

B. Communication--sharing a message or idea, resulting in understanding between the sender and the receiver(s).

C. Constructive criticism--criticism offered in a way that is acceptable and helpful.

D. Criticize--to find fault with someone or something.

E. Daydream--to let the mind wander.

F. Democracy--government by the people; leadership based on the input and opinions of others.

G. Distractions--actions or noises around an individual that make it difficult for him/her to pay attention.

H. Empathy--identification with, and understanding of, another's situation, feelings, or motives.

I. Feedback--the return of a portion of the information sent; a reply that shows the message was received.

J. Jargon--specialized or technical language of a trade, a profession, or a group of people.

K. Listen--to pay attention in order to hear.

L. Nonverbal communication--messages sent and received through gestures, facial expressions, posture, and dress/appearance.

M. Slang--nonstandard vocabulary used and understood by a small group of people. Slang is often considered incorrect and sloppy.

N. Verbal communication--messages transmitted through the use of spoken words.

II. Demonstrate active listening skills

(Objective 2; TM 1, 2, 3; HO 1; AS 1)

A. Need for effective communication

1. Effective communication is increasingly important in today's complex society.
2. Factors influencing the need for better communication
   a. Labor unions--growth in size, power, and influence.
   b. Education--increase in levels of formal and informal education.
   c. Power structures--workers have become more independent in their thinking. They want more democratic and less autocratic actions and attitudes from their superiors.

B. Listening skills

1. Listening is one way of receiving a message.
2. Listening to others silently tells them you care about what they have to say.
3. Most employees who perform ineffectively at their job do so because they are poor listeners. They do not understand what is expected of them. Rarely is it because they lack the desire or ability to perform.

C. Improve your listening skills

1. Do not interrupt. Interrupting the speaker says that you don't think what is being said is important. Interrupting is insulting and results in ineffective communication.
2. Concentrate on the conversation.
3. Take notes.
4. Avoid daydreaming and distractions; they are roadblocks to listening.
5. Give immediate feedback--verbal and nonverbal.
6. Watch and interpret body language.
7. Achieve eye contact with the sender.
8. Empathize with the speaker.
9. If sender is having trouble sending clear signals, make an extra effort to keep your attention on the message.
10. Ask questions if the message is not clear.
11. Do not allow someone to talk on and on until you become irritated. You may stop listening and discount everything he/she has said.

D. The key to developing good listening skills is self-discipline; ignore distractions.

III. Criticism

(Objective 3; AS 2)

A. Criticism should be expected on any job

1. No one is perfect; mistakes happen.
2. Supervisors have a responsibility to point out mistakes; to offer constructive criticism and feedback.

B. People who know their own strengths and weaknesses can recognize whether criticism is fair or unfair.

1. It is fair if the faults are important and real.
2. It is unfair if faults are unimportant or nonexistent.

C. The first step in dealing with criticism is to become aware of your response/reaction to the criticism you receive.

D. Common nonproductive reactions to criticism

1. Defensiveness--refusal to accept any critical statements about yourself
2. Self-criticism--acceptance of all criticisms about yourself, regardless of the source or degree of truth

E. Constructive ways to receive criticism

1. Listen attentively.
2. Don't make excuses.
3. Don't be offended; workers are generally criticized for their work, not themselves.
4. Don't be quarrelsome.
5. Look for the truth in the criticism. Even criticism that is unfounded is usually based on something real.
6. Make a plan to correct the situation.

IV. Telephone practices

(Objective 4; JS 1, 2, 3)

A. Voice quality

1. Use a pleasant tone with expression.
2. Convey an attitude of helpfulness, friendliness, and courtesy.

B. Types of incoming telephone calls

1. Merchandise/service orders
2. Appointment requests
3. Confirm business hours
4. File complaints

C. Procedures

1. Keep pencil, pen, paper, and calendar near the telephone.
2. Answer promptly, identify yourself, and identify the place of business according to your employer's instructions.
3. Listen carefully to what the caller is saying to make sure you understand the request.
4. Give the caller your undivided attention.
    a. Do not talk to others while taking a call.
    b. Do not pick up the telephone and answer when you are finishing another conversation.
    c. Do not cough, clear your throat, or blow your nose while talking on the phone.
5. When the caller asks to speak to a specific person:
    a. Tell the caller you are placing him/her on hold. If not, put the phone down, or cover the mouthpiece with your hand.
    b. Take a message if the person is out of the office. Be sure the message is received.
6. If you must leave the phone to get information:
    a. Excuse yourself.
    b. Make your absence brief, not more than a few moments.
7. When taking a message:
    a. Take down all necessary information.
    b. Use the caller's name in the conversation.
    c. Read the message to the caller to verify the information.
8. Thank the person for calling.

V. Nonverbal communication/body language

(Objective 5; HO 2; AS 3)

A. Receiving nonverbal communication

1. Watch facial expressions.
2. Study body movements and try to interpret their meaning (shifting, wringing hands).
3. Watch for and interpret language "extras" (laughing, coughing, yawning).
4. Notice clothing and jewelry to determine the person's mood and self-confidence.
5. Be very careful not to over generalize and draw a wrong conclusion about a person based on his/her nonverbal communication.

B. Sending nonverbal communication

1. Use your body when talking--do not stand still and stiff.
2. Do not be afraid to shake hands when greeting someone.
3. Use your face to show pleasant feelings: smile.
4. Be neat and clean; dress tastefully.
5. Stand or sit at a comfortable distance.
6. Include everyone in a discussion, even if you receive feedback from just one member of the group.
7. When you talk with groups of people, do not flirt with members(s) of the opposite sex. You may score points with that person, but you will lose the interest, attention, and patience of the others.
8. Make the message your body sends the same as the one your words send.
9. Good rule to follow: Keep your hands below your neckline. Avoid playing with your hair, face, and neck.

VI. Verbal communication

(Objective 6; AS 4)

A. Talk in specifics; avoid generalities.

1. General--"My customers are dissatisfied."
2. Specific--"My customers are frustrated, because they had to wait six weeks for that last shipment."

B. Make your message clear.

1. Be concise--use short words and short sentences.
2. Use variety--avoid using the same words. Variety improves interest and clarity.
3. Use order--give instructions or directions in a logical, easy-to-follow manner.

C. Be positive; it is better to say what you can do than what you cannot do.

D. Maintain eye contact with the receiver(s).

E. Speak clearly with a pleasant voice.

F. Use words that are not offensive, for example:

1. Cheap--implies inferior quality.
2. Inexpensive--implies quality at a reasonable, more desirable price.

G. If the receiver is not listening, say "it looks like you have a lot on your mind now," and ask to reschedule the meeting or discussion.

H. Repeat the message if necessary. If you are continually asked to repeat yourself, you may not be speaking loudly or clearly enough.

I. Avoid jargon, nicknames, and slang.

J. Add humor when appropriate.

K. Avoid saying "uh", "er", "you know", and "y'know."

VII. Persuasion skills/personal speaking skills

(Objective 7)

A. Persuasion is an effective way to influence or change the feelings or opinions of a person or a group.

B. Persuasion can be achieved by

1. Reasoning
2. Personal forcefulness
3. Circumstances
4. Events

C. To improve your ability to persuade

1. Be friendly and courteous.
2. Develop an understanding of why people behave as they do.
3. Be positive and pleasant; look for "yes" situations.
4. Help others feel important.
5. Reward those who compliment you.
    a. Smile.
    b. Say, "thank you."
6. Present your opinion or idea with facts. People want to know:
    a. What will help?
    b. What will work?
    c. What will benefit them?

VIII. Written communication

(Objective 8; TM 4, 5; AS 5)

A. Effective written communication is very important for

1. Transmitting ideas accurately.
2. Operating a business profitably and successfully.

B. Writing versus speaking

1. Similarities
    a. Written language is based on spoken language.
    b. The same grammatical rules apply to both.
2. Differences
    a. Writing gives up the chance for further explanations.
    b. Writing is more permanent.
    c. Writing is more formal.
    d. Writing demands correct and precise use of words.
    e. Writing must be brief.

C. Write when:

1. A written record is needed.
2. Many people must be informed at one time.
3. Time is needed for organizing your thoughts.
4. Immediate feedback is not needed.

D. Types of written correspondence

1. Business communications
    a. Formal letters
    b. Memorandums
2. Bills
3. Job applications
4. Letters of recommendation
5. Telephone orders
6. Invoices
7. Purchase orders
8. Receipts
9. Advertisements

E. The five C's of letter writing

1. Clarity--be precise and to the point.
2. Completeness
    a. Be thorough.
    b. Give readers all the information needed to understand the message.
3. Conciseness
    a. Be specific.
    b. Eliminate unnecessary words and phrases.
4. Correctness
    a. Be truthful.
        1. Know the facts.
        2. Avoid giving opinions unless you state that they are opinions.
    b. Be grammatically and mechanically correct.
        1. Errors interrupt thoughts and break the flow of the communication.

            2. Poor spelling and grammar create an impression of ignorance.
    5. Courtesy
        a. Write for your reader.
        b. Use "you" and "your" more than "I" and "we."

F. Write messages neatly, legibly, and logically. Make your messages ones you would appreciate receiving.

IX. Reading

(Objective 9)

A. Reading is one way of receiving a message.

B. Business is based on written correspondence.

C. Common communications received in the business setting

1. Merchandise orders
2. Department memorandums
3. Customer questions
4. Customer complaints
5. Customer praise

D. Tips for reading communications from customers

1. Read each word carefully.
2. Read between the lines for hidden messages.
3. Determine the customer's real need.
4. Decide what response would be most helpful to the customer and the business.

X. Keep neat and accurate records

(Objective 10; AS 6, 7, 8)

A. Every company will have a variety of forms and records that are needed to keep the company running smoothly.

1. Records must be neat. Other people in the organization will have to read what you have written.

2. Records must be accurate.
    a. If you have not recorded expenditures accurately, the books will not balance at the end of the month.
    b. If you have not recorded your time accurately, you may not be paid the correct amount for the time you actually worked.
    c. The amount of tax paid by the business is partly determined by the inventory on hand.
        1) In some companies inventory is taken

annually or more often, by counting the stock on hand.

2) In some companies the inventory is kept current on inventory cards which are updated daily.

XI. Give and receive directions

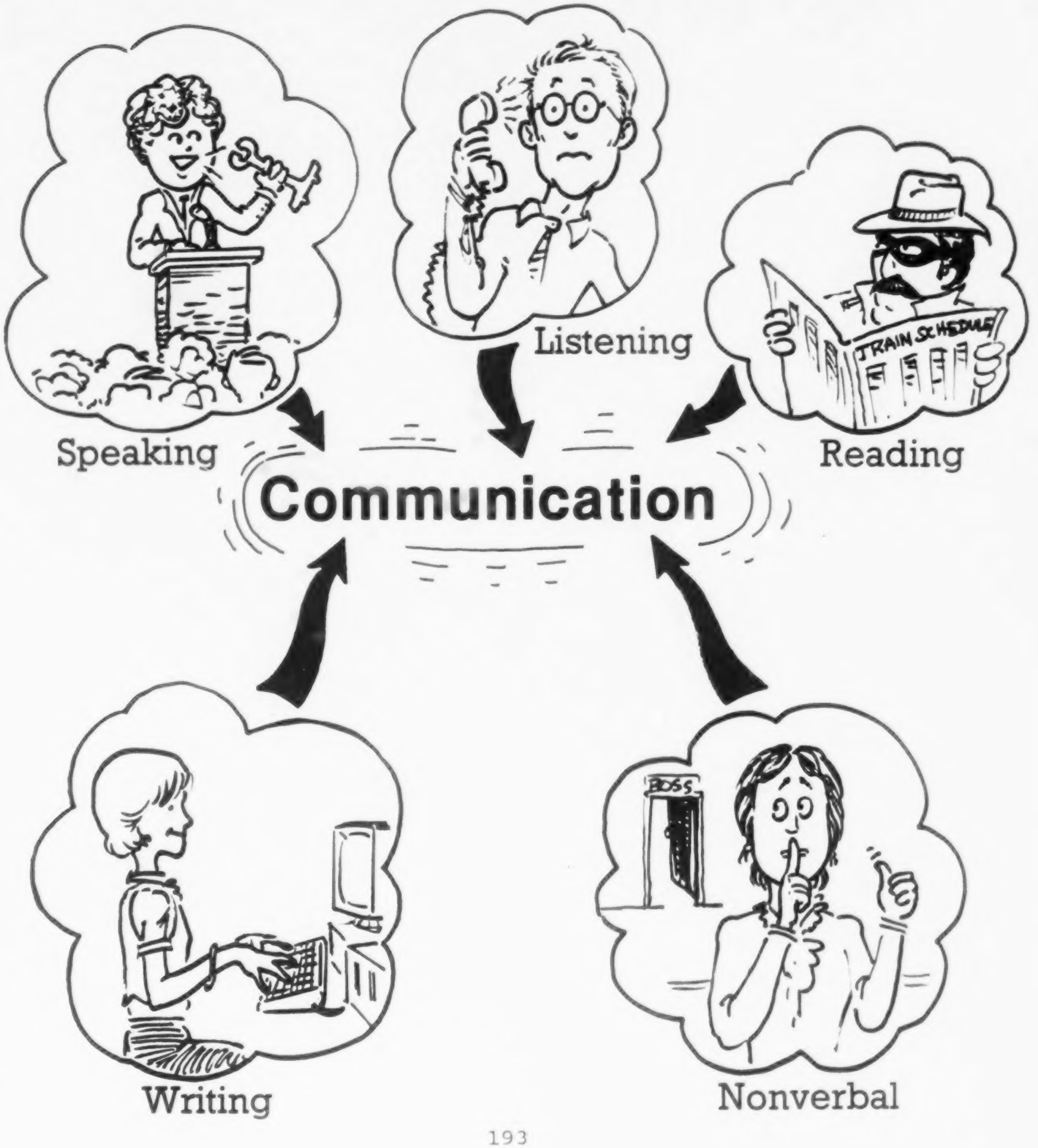
(Objective 11)

A. Giving and receiving directons is a basic part of this unit.

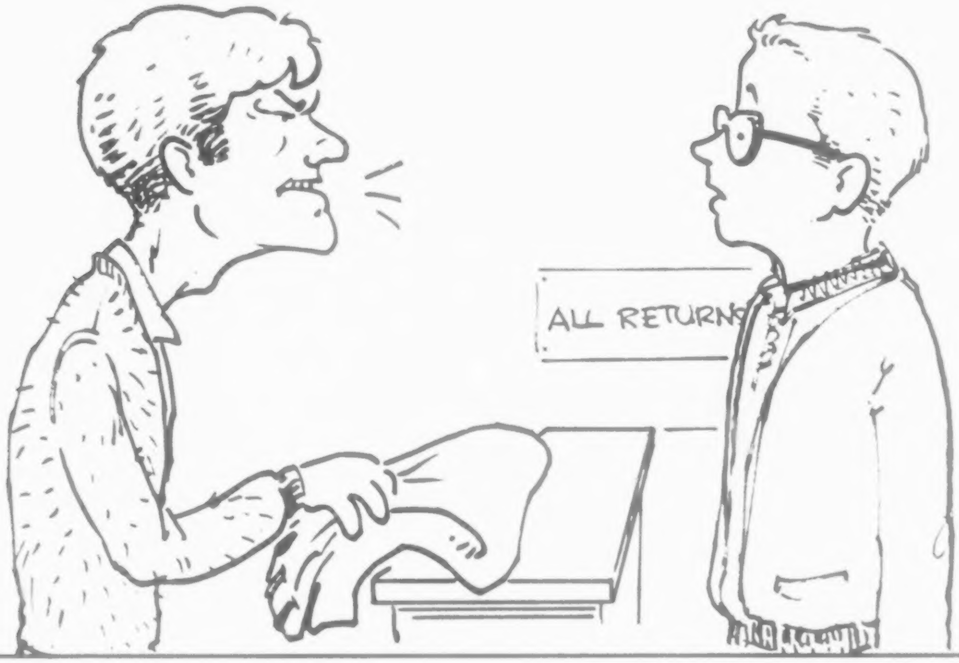
B. A specific activity related to giving and receiving directions is included in the Suggested Activities, H. 4.

TM 1

Types of Communication


Listening
Speaking
Reading
TRAIN SCHEDULE
Communication
BOSS
Writing
Nonverbal

Communication Process



Dialogue		Response Type
SENDER	RECEIVER	
PASSIVE I don't think I like these trousers.	What's wrong with them?	Unable to help, fishing for information
AGGRESSIVE These trousers are no good!	They are from a very reputable manufacturer!	Defensive, hostile
ASSERTIVE I'd like to return these trousers.	Would you like an exchange or a refund?	Positive, helpful

TM 3

Ways to Give Feedback

Ask Questions

"What do you mean?"
"How did that happen?"
"Who told you that?"

Express Interest

"Tell me more about it."
"I wish I could have been there."
"Continue, I'd love to hear more."

Reveal Your Knowledge

"I've heard they do that in Kirksville."
"I know what you mean, I saw a dress like that uptown."
"Ginger told me she would come in next week if you need time off."

Repeat For Clarification

"So an observation team will be in on Friday and everyone should be prepared for them."
"O. K. All fabrics are on sale at 35 % off and all notions are on sale at 25% off and the sale lasts through Saturday at closing time.

TM 4

Sample Business Letter

AMON'S FABRICS
10 INDUSTRIAL DRIVE
MEXICO, MISSOURI 65291
314-555-0234
April 1, 19__

Ms. Mallorie Tyes
OK Stitchery Corporation
1986 Mortgomery Avenue
Kansas City, Missouri 64202

Dear Ms. Tyes:

Your corporation has been suggested as a possible supplier of cone thread. We are in the process of expanding our varieties of threads and are interested in your line of cone thread.

Would you please have a representative contact us at your earliest convenience.

Sincerely,

Jane Amon
Owner

JA/ca

TM 5

Business Memo

ABDUL's Shoes

MEMO

☐ For your information
☐ Approve and return
☐ Discuss with me
☐ Please comment

To: Salespersons
From: Ginger
Subject: Shoe Sale
Date: April 1, 19__

Please note the sale on our woven leather loafers and wedge leather skimmers. The advertisement is running in the local paper. Take time to familiarize yourself with the style, colors, and sizes available, and the dates of the sale.

Keep a copy of the ad by the phone for your reference when customers call to inquire about the sale.

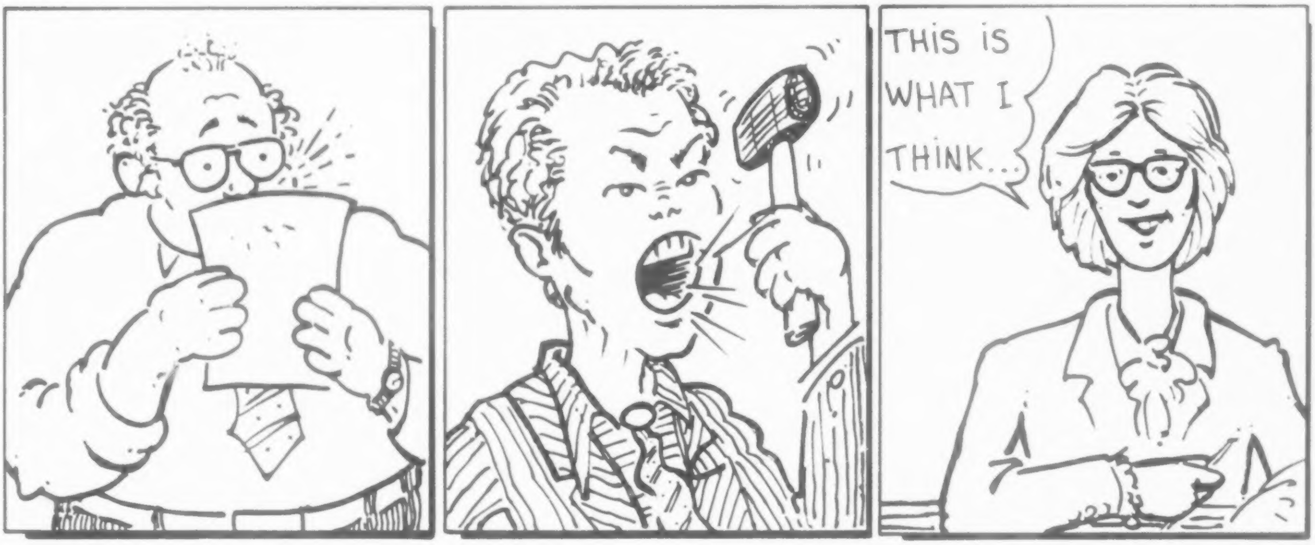
Thanks as always.

jp

USING COMMUNICATION SKILLS

UNIT III

HANDOUT 1--WHAT'S YOUR COMMUNICATION STYLE?


THIS IS WHAT I THINK...

The PASSIVE Communicator	The AGGRESSIVE Communicator	The ASSERTIVE Communicator
Sends few messages.	Tries to send messages, but fails because his/her listeners reject them.	Says what he/she thinks or feels. Avoids attacking others or coming on too strong.
Does not take responsibility for his/her thoughts or feelings or try to express them.	Tries so hard to express him/herself, that he/she doesn't consider the thoughts of others.	Explains his/her feelings in a calm, direct way and focuses on his/her feelings.
Wants others to guess what he/she is thinking and feeling.	Attempts to communicate end in frustration for him/her and for the receiver.	Probably communicates well.

USING COMMUNICATION SKILLS

UNIT III

HANDOUT 2--NONVERBAL CUES AND WHAT THEY MAY MEAN

TYPE	WHAT IS IT?	WHAT IT TELLS OTHERS
Gestures/ Body Movements	Wave	Hello, goodbye, come here, pushing away
	Shake head	Disbelief, yes, no
	Shrug shoulders	Confusion, apology, lack of caring
	Point	Look, you, watch out
	Arms folded across chest	Don't bother me, I'm in charge, I've made up my mind, stay away
	Arms and hands down at side	Flexible, open-minded
	Fingers drumming, hand twisting, squirming, foot shuffling	Nervous, impatient, bored, uncomfortable
	Head cocked to one side, swaying back and forth on one hip, cross legs while standing, play with hair	Insecure, powerless

TYPE	**WHAT IS IT?**	**WHAT IT TELLS OTHERS**
Posture	Slump	Depression, despair, boredom, bad back, insecurity
	Stiff	Interest, fear, defiance, nervous, uncomfortable
	Straight	Feel good, proud, confident
Social Distance	Close to others	Outgoing, friendly
	Far away	Shy, self-centered
Facial Expressions	Smile	Encouragement, happy, appreciation, approval, respect
	Too frequent smile	Insecure, powerless
Facial Expressions	Move eyebrows	Alert, interest, upset
	Grit teeth	Anger
	Yawn	Tired, boredom
Eye Contact	Direct	Interest, attention
	Blink	Nervous, uncomfortable
	Look away	Boredom, ashamed
Style of Dress	Neat	Proud, confident, self-respect
	Sloppy	Unorganized, casual, comfortable

Name: ______________________________

USING COMMUNICATION SKILLS

UNIT III

ASSIGNMENT SHEET 1--CHECK YOUR LISTENING SKILLS

Directions: Check your listening skills by answering the following questions.

Do you:

_____1. Want to remember what is being said?

_____2. Have an interest in the opinions of others?

_____3. Give the speaker your attention?

_____4. Face the speaker?

_____5. Show facial expressions as feedback?

_____6. Achieve eye contact?

_____7. Keep an open mind?

_____8. Allow the speaker to finish his/her speech without interruptions?

_____9. Listen for main ideas: "My main point is...?"

_____10. Recognize key phrases: "My main criticism is...?"

_____11. Make an attempt to shut out other noises and distractions?

_____12. Try to concentrate on what is being said?

_____13. Anticipate what the speaker is going to say?

_____14. Mentally summarize what the speaker has said?

Name________________________________

USING COMMUNICATION SKILLS

UNIT III

ASSIGNMENT SHEET 2--

RECOGNIZE AND DISCUSS JUSTIFIED AND UNJUSTIFIED CRITICISM

Directions:

Marc is a student working part-time at Stuff's Upholstery Shop. He is an upholsterer's aide for the shop owner, Buffie McCover. Buffie expects Marc to remove old padding and fabric from furniture that customers bring in to be recovered. He will use his hands, and some physical strength will be required for lifting heavy furniture and materials. He is expected to have a pleasant disposition and neat appearance.

The following situations arise as Marc is working at his job. Circle the J if you believe that the criticism is justified, that is, if it is fair, real, and important. Circle the UJ if you believe that the criticism is unjustified, that is, if it is unfair and/or unimportant. Write the reason for whichever choice you make.

1. Buffie makes a comment to Marc, "Marc, you need to start checking the size of the pattern on the new covering before you write down the total yardage needed."

   J UJ Reason:

2. During a conversation, Marc comments that he is thinking about going down to the Salvation Army to get some work clothes. His teacher, Mr. Ramb, hears about this and in class he uses Marc as an example of how not to dress on the job.

   J UJ Reason:

3. One day Buffie comes in upset about a family problem. Marc is waiting on a regular customer. They are discussing a certain type of fabric and Marc isn't sure about its durability. He asks Buffie for an opinion, and she blows up and says, "THINK!! What good are you to me if you can't answer a simple question?"

   J UJ Reason:

_____4. Buffie talks to Mr. Ramb about Marc, "He is a really good worker. I just wonder whether he is ever late to class? He has been coming to work a few minutes late every day this past week."

J UJ Reason:

_____5. Buffie says to Marc, "Marc, I want you to start putting the fabrics/coverings in a more logical order, so that they are easier to find in a hurry. Please put the solids in one section; the prints in another; and the stripes in another."

J UJ Reason:

Name____________________

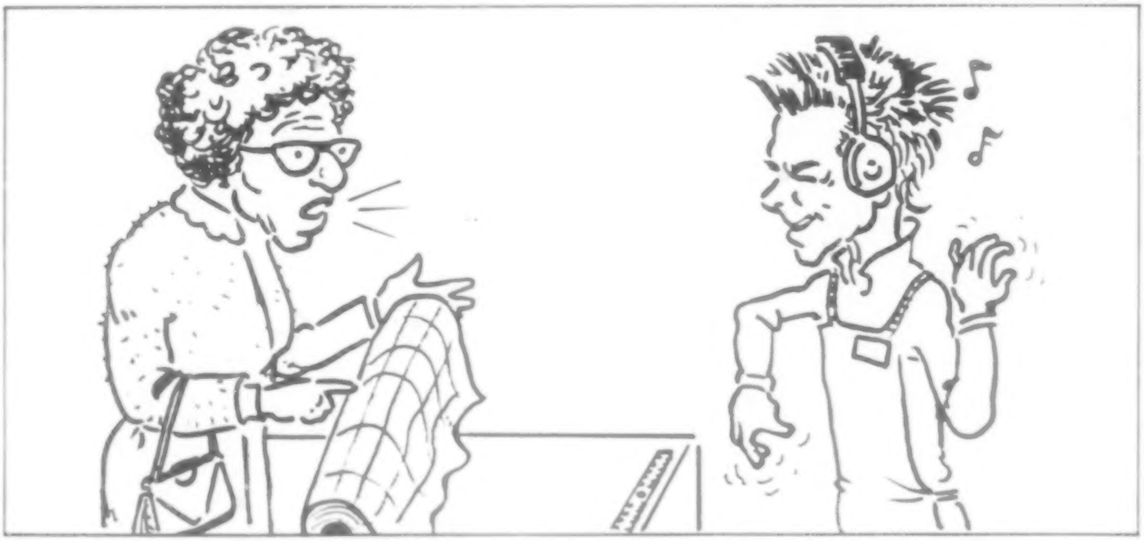
USING COMMUNICATION SKILLS

UNIT III

ASSIGNMENT SHEET 3--INTERPRET NONVERBAL SIGNALS

Directions: Write down the nonverbal messages that you think are being sent in the situations pictured. Compare your interpretations with those of your classmates.

1.



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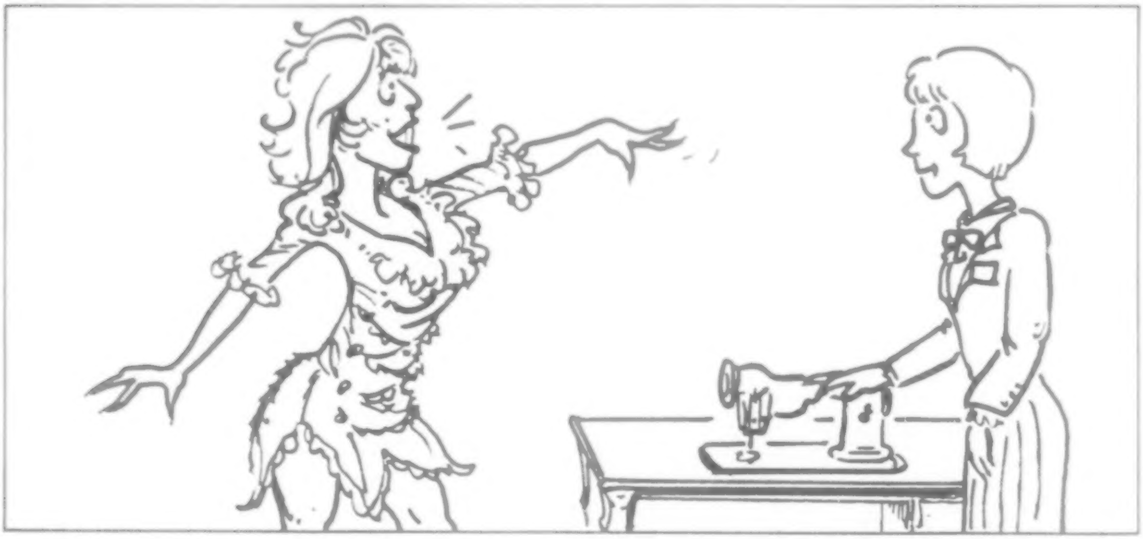

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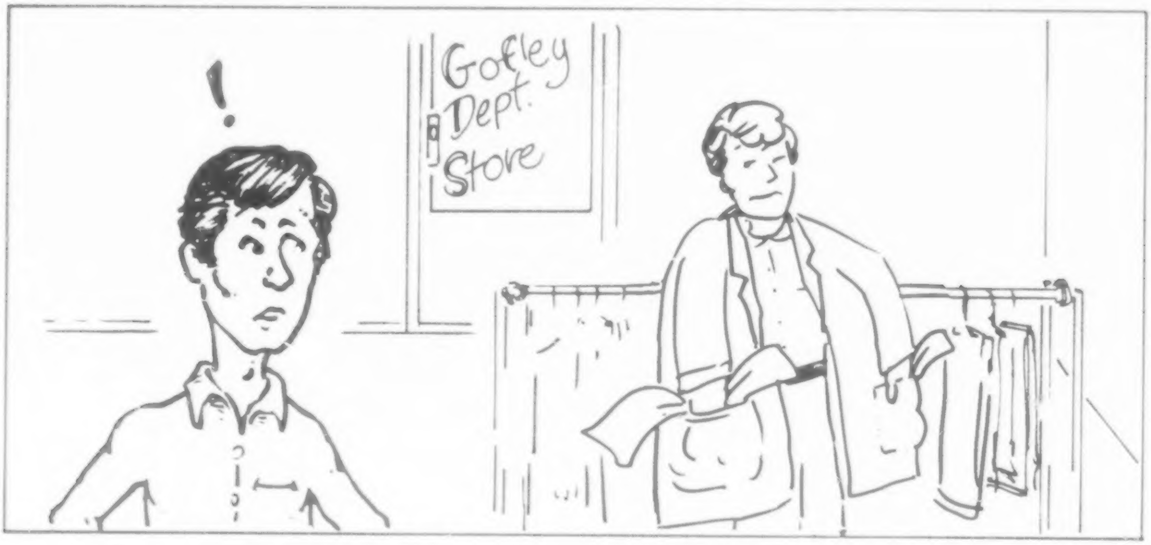
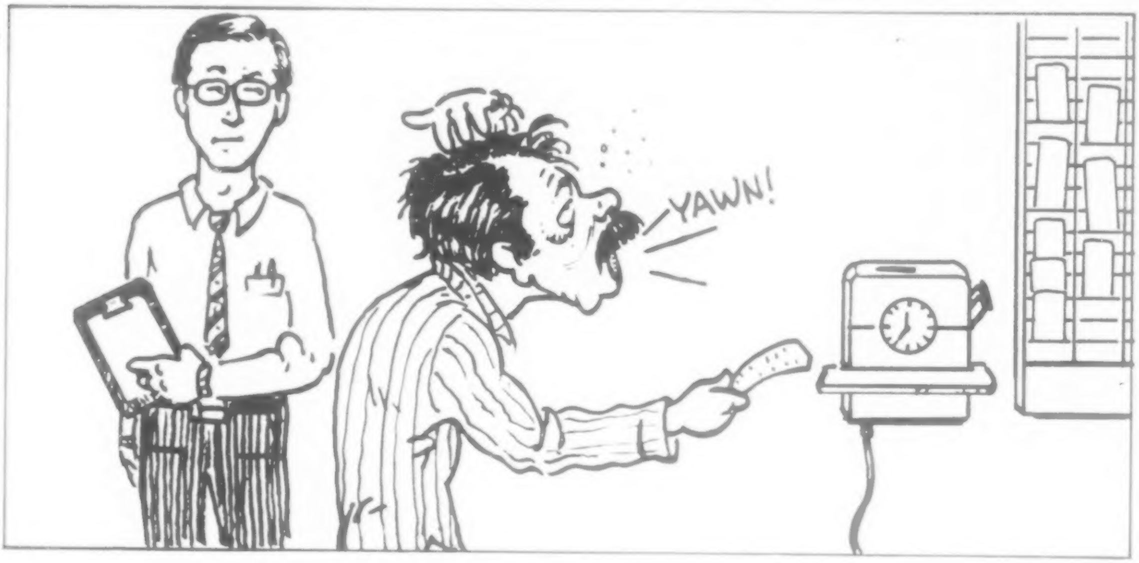

!
Gofley Dept. Store

4.



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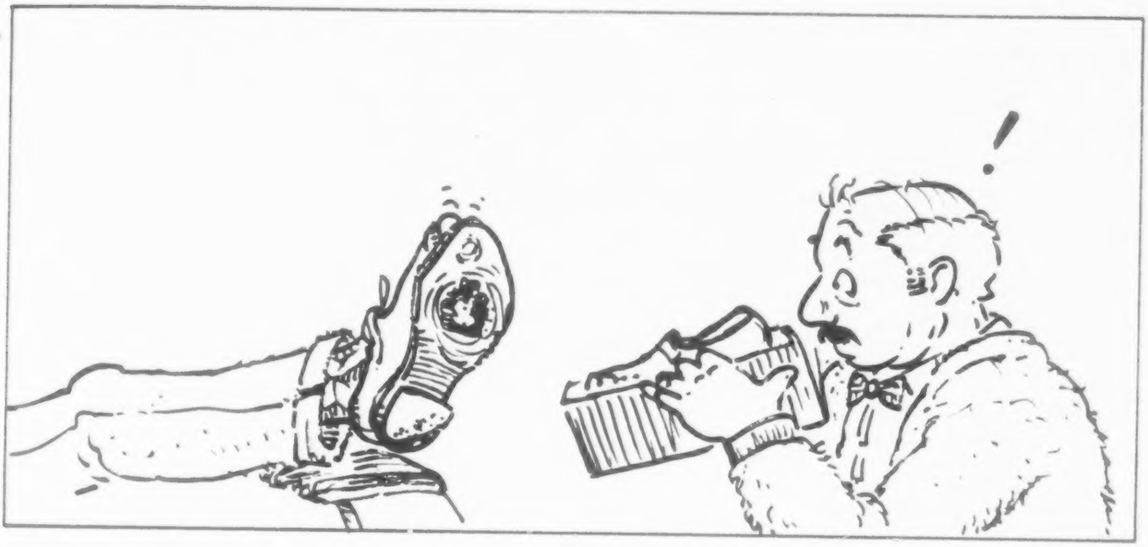
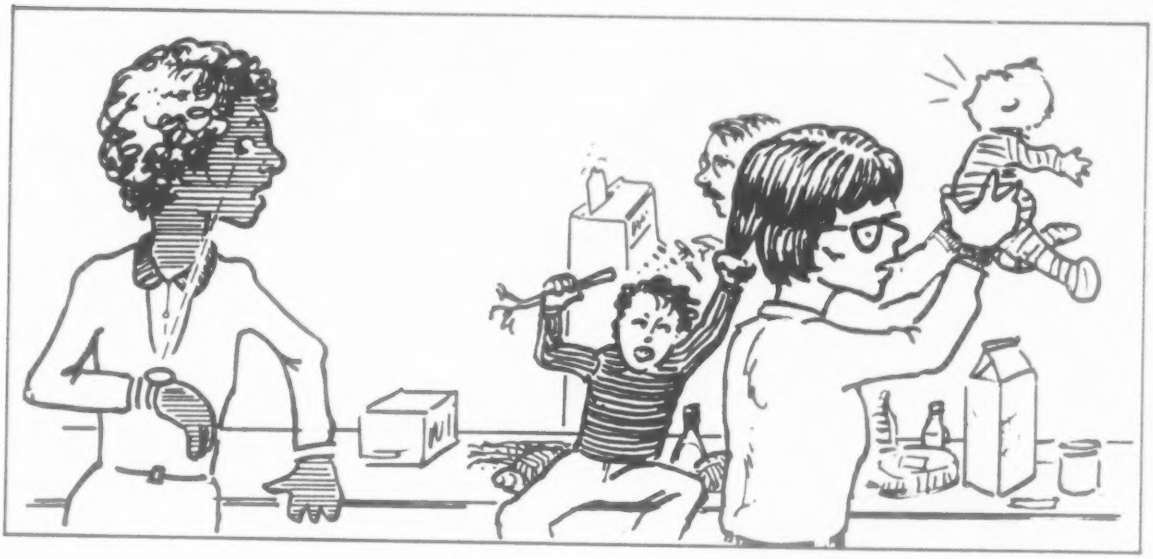


6.



Name ______________________________

USING COMMUNICATION SKILLS

UNIT III

ASSIGNMENT SHEET 4--RATE YOUR COMMUNICATION SKILLS

Your ability to communicate is important on the job. Communication requires skill in two directions--you have to be able to make the other person understand what you want to say, and you have to listen carefully so that you can understand what the other person is saying. You must be able to express yourself clearly in writing and be able to read and understand letters, instructions, and other written matter.

Directions: Rate yourself on the communication skills that follow, using this point scale:

Excellent	5 points
Good	4 points
Average	3 points
Fair	2 points
Poor	1 point

Do you...

_____ 1. Have a pleasant speaking voice, pitched neither too low nor too high?

_____ 2. Speak at a moderate rate, neither too fast nor too slow?

_____ 3. Speak loudly enough so that you can be heard comfortably?

_____ 4. Avoid speaking in an affected, overly dramatic manner?

_____ 5. Avoid saying "er" too often?

_____ 6. Pronounce each word correctly and clearly?

_____ 7. Write and speak in complete sentences?

_____ 8. Speak and write so that the verb agrees with the subject?

_____ 9. Punctuate so that the meaning of the sentence is clear?

_____ 10. Limit the use of slang?

_____11. Understand that the use of profanity is offensive to many?

_____12. Organize your thoughts so that you can write and speak in a logical manner?

_____13. Refrain from interrupting others while they are speaking?

_____14. Listen to what the other person is saying, instead of planning what you are going to say next?

_____15. Know when you have said enough?

Those items that you rated 3 or below are the ones that you need to improve.

Name ______________________________

USING COMMUNICATION SKILLS

UNIT III

ASSIGNMENT SHEET 5--CHECK YOUR LANGUAGE SKILLS

Success on the job will partly depend on how well you communicate with others. At home and with friends, you may talk as you wish, but in the work world you will be expected to use standard English. If the sentences below seem correct to you, you need to work hard to bring your language skills up to standard.

Directions: Rewrite each sentence correctly. Check your answers with your teacher. Practice saying the correct sentence aloud. If you have not been saying it correctly, this will get you started in improving your ability to communicate.

1. I ain't going to do that job.

Corrected: ______________________________

2. Hand me them books.

Corrected: ______________________________

3. John, he took my pencil.

Corrected: ______________________________

4. We don't have no envelopes.

Corrected: ______________________________

5. The letters was lying on the floor.

Corrected: ______________________________

6. They brung a new office machine.

Corrected: ______________________________

7. She don't like her job.

Corrected: ______________________________

8. He knows how to type good.

Corrected: ____

9. She set on her desk.

Corrected: ____

10. He done figured the payroll wrong.

Corrected: ____
____

11. He seen a mistake on the bill.

Corrected: ____

12. I ain't got no stationery.

Corrected: ____
____

13. Hand me that there stapler.

Corrected: ____
____

14. He brought the office manager this here file.

Corrected: ____

15. Bill come to work late.

Corrected: ____

Name ______________________________

USING COMMUNICATION SKILLS

UNIT III

ASSIGNMENT SHEET 6--FILL OUT TIME RECORD

Directions: The restaurant where you work employs many students who work part time. Each employee is responsible for keeping track of the hours he/she works each week. If you work during a meal time, you are allowed to have a free meal, but you are not paid for the time you take off to eat it. Every Monday morning the Time Record is turned in to the payroll department after being approved by the employee's supervisor.

For the week of September 24 to September 30, you worked the following hours:

Sunday, September 24: none.

Monday, September 25: 3:00 p.m. to 7:00 p.m. You ate dinner between 5:00 and 5:30.

Tuesday, September 26: 1:00 p.m. to 6:00 p.m. You did not eat.

Wednesday, September 27: 3:00 p.m. to 8:00 p.m. You ate dinner between 6:00 and 6:30.

Thursday, September 28: none

Friday, September 29: 5:00 p.m. to 10 p.m. You ate dinner between 7:15 and 7:45.

Saturday, September 30: 7:00 a.m. to 1 p.m. You ate lunch between 11:00 and 11:30.

Fill in your hours on the time chart on the next page.

WEEKLY PAYROLL TIME RECORD

EMPLOYEE'S NAME:	FEDERAL IDENTIFICATION NUMBER:
PAY PERIOD FROM:	TO:

DAY	A.M.		P.M.		HOURS WORKED
	IN	OUT	IN	OUT	
SUN					
MON					
TUES					
WED					
THURS					
FRI					
SAT					
				TOTAL HOURS WORKED	

Employee's Signature (I certify that this time sheet is complete and accurately reflects my time and effort)	Supervisor's Signature (I have reviewed this time sheet and find it to be complete and accurate.)

Name________________________________

USING COMMUNICATION SKILLS

UNIT III

ASSIGNMENT SHEET 7--FILL OUT PETTY CASH VOUCHER

Directions: You are a sales clerk in a large fabric store. Although drinks and food are not allowed in the store, a customer walks in carrying a cup of coffee. She trips slightly and spills the coffee all over the rug. You get most of it up with paper towels, but a large dark stain is still quite visible when it is dry. The manager suggests that you try a carpet cleaner and tells you to get the money for it from one of the cash registers.

In order to take money from a cash drawer, you must fill out a voucher stating the purpose and amount. The voucher must be approved by the manager. Fill in the sample Petty Cash Voucher below. The rug cleaner that you need will cost $3.00 per can, plus $ .18 tax.

PETTY CASH VOUCHER

Name:________________________________ Date:______________

Authorized by: ________________________________
Signature

QTY.	DESCRIPTION OF ITEM(S)	UNIT PRICE	TOTAL
		TAX	
		TOTAL	

____
Cashier Signature

NOT VALID FOR MORE THAN $25.00

Name____

USING COMMUNICATION SKILLS

UNIT III

ASSIGNMENT SHEET 8--KEEP TRACK OF INVENTORY

Directions: You are working as a sales clerk in a knitting shop. For every item that you sell, you must record the item, the brand name, the color and the dye lot number if there is one. At the end of each day, the sales tickets are used to update the Inventory Cards which are kept for all items sold in the store.

On the next four pages are 7 sales tickets from Monday, July 15. Transfer the information from these sales tickets to the Inventory Cards that follow on the next seven pages. Remember to be neat and accurate.

1.

SALES RECEIPT

DATE: July 15, 1988 SALESPERSON: JP

AMOUNT	COLOR #	DYE LOT		PRICE EACH	TOTAL PRICE
9	Green 62	382	Worsted yarn	2.10	18.90
3	Blue 21	168	worsted yarn	2.10	6.30
2	Yellow 42	680	worsted yarn	2.10	4.20
1each			Circ KN #7and #8 36"	5.00	10.00
1each			Circ KN #8and #7 18"	4.80	9.60
			Pattern Bk #357	4.25	4.25
				tax	53.25 + 3.20
					56.45

2.

SALES RECEIPT

DATE: July 15, 1988 SALESPERSON: CR

AMOUNT	COLOR #	DYE LOT		PRICE EACH	TOTAL PRICE
12	21 Blue	168	Worsted Yarn	2.10	25.20
1			#8 36" Circ Knitting Needles	5.00	5.00
1			#6 18" Circ Knitting Needle	4.80	4.80
			Pattern Book #389	6.00	6.00
					41.00
				tax	2.46
					43.46

3.

SALES RECEIPT

DATE: July 15, 1988 SALESPERSON: JP

AMOUNT	COLOR #	DYE LOT		PRICE EACH	TOTAL PRICE
6	#3 white	14	Worsted yarn	2.10	12.60
2	#42 yellow	680	Worsted yarn	2.10	4.20
3	#62 Green	382	Worsted yarn	2.10	6.30
1 each			Circ needles 36" #6 and #8	5.00	10.00
					33.10
				tax	1.98
					35.08

4.

SALES RECEIPT

DATE: July 15, 1988 SALESPERSON: JP

AMOUNT	COLOR #	DYE LOT		PRICE EACH	TOTAL PRICE
4	#21 Blue	168	Worsted yarn	2.10	8.40
3	#3 White	14	" "	2.10	6.30
3	#37 Brown	210	" "	2.10	6.30
2	#54 Red	307	" "	2.10	4.20
1	#42 Yellow	680	" "	2.10	2.10
			Pattern Book #331	3.75	3.75
				tax	31.05 +1.86
					32.91

5

SALES RECEIPT

DATE: July 15, 1988 SALESPERSON: CR

AMOUNT	COLOR #	DYE LOT		PRICE EACH	TOTAL PRICE
10	#62 Green	382	Worsted yarns	2.10	21.00
2	#42 Yellow	680	Worsted yarns	2.10	4.20
2	#25 Navy blue	371	Worsted yarns	2.10	4.20
			Pattern Bk #331	3.75	3.75
					33.15
				tax	2.00
					35.15

6.

SALES RECEIPT

DATE: July 15, 1988 SALESPERSON: DJ

AMOUNT	COLOR #	DYE LOT		PRICE EACH	TOTAL PRICE
3	#42 Yellow	680	Worsted yarn	2.10	6.30
3	#46 Orange	344	" "	2.10	6.30
3	#37 Brown	210	" "	2.10	6.30
3	#49 Gold	298	" "	2.10	6.30
3	#3 White	14	" "	2.10	6.30
					31.50
				tax	1.89
					33.39

7.

SALES RECEIPT

DATE: July 15, 1988 SALESPERSON: CR

AMOUNT	COLOR #	DYE LOT		PRICE EACH	TOTAL PRICE
5	#50 Rust	78	Worsted yarn	2.10	10.50
2	#37 Brown	210	" "	2.10	4.20
3	#21 Blue	168	" "	2.10	6.30
1			Pattern Book #357	4.25	4.25
					25.25
				tax	1.22
					26.47

INVENTORY CARD

ITEM: Worsted Yarn
COLOR: White
COLOR#: 3

Date	Quantity Ordered	Quantity Rec'vd	Amount Sold			Balance on Hand		
			Dye	Lot	Size	Dye	Lot	Size
			14			14		
6/3/88	24							
6/27		24				24		

INVENTORY CARD

ITEM: Worsted Yarn
COLOR: Blue
COLOR#: 21

Date	Quantity Ordered	Quantity Rec'vd	Amount Sold			Balance on Hand		
			Dye	Lot	Size	Dye	Lot	Size
			168			168		
6/3/88	24							
6/27		24				24		

INVENTORY CARD

ITEM: Worsted Yarn
COLOR: Navy Blue
COLOR#: 25

Date	Quantity Ordered	Quantity Rec'vd	Amount Sold			Balance on Hand		
			Dye	Lot	Size	Dye	Lot	Size
			371			371		
6/3/88	24							
6/27		24				24		

INVENTORY CARD

ITEM: Worsted Yarn
COLOR: Brown
COLOR#: 37

Date	Quantity Ordered	Quantity Rec'vd	Amount Sold			Balance on Hand		
			Dye	Lot	Size	Dye	Lot	Size
			210			210		
6/3/88	24							
6/27		24				24		

INVENTORY CARD

ITEM: Worsted Yarn
COLOR: Yellow
COLOR#: 42

Date	Quantity Ordered	Quantity Rec'vd	Amount Sold			Balance on Hand		
			Dye	Lot	Size	Dye	Lot	Size
			680			680		
6/3/88	24							
6/27		24				24		

INVENTORY CARD

ITEM: Worsted Yarn
COLOR: Orange
COLOR#: 46

Date	Quantity Ordered	Quantity Rec'vd	Amount Sold			Balance on Hand		
			Dye	Lot	Size	Dye	Lot	Size
			344			344		
6/3/88	24							
6/27		24				24		

INVENTORY CARD

ITEM: Worsted Yarn
COLOR: Gold
COLOR#: 49

Date	Quantity Ordered	Quantity Rec'vd	Amount Sold			Balance on Hand		
			Dye	Lot	Size	Dye	Lot	Size
			298			298		
6/3/88	24							
6/27		24				24		

INVENTORY CARD

ITEM: Worsted Yarn
COLOR: Rust
COLOR#: 50

Date	Quantity Ordered	Quantity Rec'vd	Amount Sold			Balance on Hand		
			Dye	Lot	Size	Dye	Lot	Size
			78			78		
6/3/88	24							
6/27		24				24		

INVENTORY CARD

ITEM: Worsted Yarn
COLOR: Red
COLOR#: 54

Date	Quantity Ordered	Quantity Rec'vd	Amount Sold			Balance on Hand		
			Dye	Lot	Size	Dye	Lot	Size
			307			307		
6/3/88	24							
6/27		24				24		

INVENTORY CARD

ITEM: Worsted Yarn
COLOR: Green
COLOR#: 62

Date	Quantity Ordered	Quantity Rec'vd	Amount Sold			Balance on Hand		
			Dye	Lot	Size	Dye	Lot	Size
			382			382		
6/3/88	24							
6/27		24				24		

INVENTORY CARD

ITEM: Circular Knitting Needles

COLOR:

COLOR#: 18" long

Date	Quantity Ordered	Quantity Rec'vd	Amount Sold			Balance on Hand		
			Dye	Lot	Size	Dye	Lot	Size
			6	7	8	6	7	8
6/3/88	18							
6/27		18				6	6	6

INVENTORY CARD

ITEM: Circular Knitting Needles

COLOR:

COLOR#: 36" long

Date	Quantity Ordered	Quantity Rec'vd	Amount Sold			Balance on Hand		
			Dye	Lot	Size	Dye	Lot	Size
			6	7	8	6	7	8
6/3/88	18							
6/27		18				6	6	6

INVENTORY CARD

ITEM: Pattern Books
COLOR:
COLOR#:

Date	Quantity Ordered	Quantity Rec'vd	Amount Sold			Balance on Hand		
			Dye	Lot	Size	Dye	Lot	Size
			331	357	389	331	357	389
6/3/88	36							
6/29/88		36				12	12	12

USING COMMUNICATION SKILLS

UNIT III

ANSWERS TO ASSIGNMENT SHEETS

ASSIGNMENT SHEET 1

Checklist may be used for class discussion.

ASSIGNMENT SHEET 2

1. J--Some patterns require more yardage than others. For example, it may be necessary to allow extra fabric for matching stripes or for working with a large motif.

2. UJ--It is never justified to hold a student or worker up to ridicule. In addition, Marc may, in fact, be able to get perfectly suitable clothes for work at the Salvation Army.

3. UJ--Marc would be a more valuable employee if he knew some basic information about different fiber and fabric characteristics, but his job is not to help customers choose fabric. Even if Marc were asking about something that he should know, Buffie should answer the question and speak to him later in private. Buffie has had a bad morning and is taking it out on Marc.

4. J--Punctuality is a very important part of a job. Buffie should speak to Marc about it, and he should take immediate action to solve the problem.

5. J--This is a good example of constructive criticism. This advice, of thinking in a logical manner, will help Marc's organizational skills and is important for any job.

ASSIGNMENT SHEET 3

This assignment should be evaluated to the satisfaction of the instructor. Answers will vary.

ASSIGNMENT SHEET 4

Checklist may be used for class discussion.

ASSIGNMENT SHEET 5

1. I am not going to do that job.
2. Hand me those books.
3. John took my pencil.
4. We do not have any envelopes.
5. The letters were lying on the floor.
6. They brought a new office machine.
7. She doesn't like her job.
8. He knows how to type well.
9. She sat on her desk.
10. He figured the payroll wrong.
11. He saw a mistake on the bill.
12. I do not have any stationery.
13. Hand me that stapler.
14. He brought the office manager this file.
15. Bill came to work late.

ASSIGNMENT SHEETS 6, 7 and 8

Student forms should be neat and legible. Answers should be similar to what is written on the charts that follow.

ASSIGNMENT SHEET 6

WEEKLY PAYROLL TIME RECORD

EMPLOYEE'S NAME: (Student's Name)
FEDERAL IDENTIFICATION NUMBER: (Student's Number)

PAY PERIOD
FROM: September 24, 19__ TO: September 30, 19__

DAY	A.M.		P.M.		HOURS WORKED
	IN	OUT	IN	OUT	
SUN	—	—			
MON	3:00 pm	5:00 pm	5:30 pm	7:00 pm	3.5
TUES	1:00 pm		—	6:00 pm	5.0
WED	3:00 pm	6:00 pm	6:30 pm	8:00 pm	4.5
THURS	—	—			
FRI	5:00 pm	7:15 pm	7:45 pm	10:00 pm	4.5
SAT	7:00 am	11:00 am	11:30 am	1:00 pm	5.5
				TOTAL HOURS WORKED	23.0

Employee's Signature (I certify that this time sheet is complete and accurately reflects my time and effort)
(Student's Name)

Supervisor's Signature (I have reviewed this time sheet and find it to be complete and accurate.)

ASSIGNMENT SHEET 7

PETTY CASH VOUCHER

Name: (Student's Name) Date: (current)

Authorized by: ______________________
Signature

QTY.	DESCRIPTION OF ITEM(S)	UNIT PRICE	TOTAL
Can	Bug Cleaner	3.00	3.00
		TAX	.18
		TOTAL	3.18

____
Cashier Signature

NOT VALID FOR MORE THAN $25.00

ASSIGNMENT SHEET 8

INVENTORY CARD

ITEM Worsted Yarn
COLOR White
COLOR# 3

Date	Quantity Ordered	Quantity Rec'vd	Amount Sold			Balance on Hand		
			Dye	Lot	Size	Dye	Lot	Size
			14			14		
6/3/88	24							
6/27		24				24		
7/15			6			18		
7/15			3			15		
7/15			3			12		

INVENTORY CARD

ITEM Worsted Yarn
COLOR Blue
COLOR# 21

Date	Quantity Ordered	Quantity Rec'vd	Amount Sold			Balance on Hand		
			Dye	Lot	Size	Dye	Lot	Size
			168			168		
6/3/88	24							
6/27		24				24		
7/15			3			21		
7/15			12			9		
7/15			4			5		
7/15			3			2		

INVENTORY CARD

ITEM: Worsted Yarn
COLOR: Navy Blue
COLOR#: 25

Date	Quantity Ordered	Quantity Rec'vd	Amount Sold			Balance on Hand		
			Dye	Lot	Size	Dye	Lot	Size
			371			371		
6/3/88	24							
6/27		24				24		
7/15			2			22		

INVENTORY CARD

ITEM Worsted Yarn
COLOR Brown
COLOR# 37

Date	Quantity Ordered	Quantity Rec'vd	Amount Sold			Balance on Hand		
			Dye	Lot	Size	Dye	Lot	Size
			210			210		
6/3/88	24							
6/27		24				24		
7/15			3			21		
7/15			3			18		
7/15			2			16		

ASSIGNMENT SHEET 8, continued

INVENTORY CARD

ITEM Worsted Yarn
COLOR Yellow
COLOR# 42

Date	Quantity Ordered	Quantity Rec'vd	Amount Sold			Balance on Hand		
			Dye	Lot	Size	Dye	Lot	Size
			680			680		
6/3/88	24							
6/27		24				24		
7/15			2			22		
7/15			2			20		
7/15			1			19		
7/15			2			17		
7/15			3			14		

INVENTORY CARD

ITEM Worsted Yarn
COLOR Orange
COLOR# 46

Date	Quantity Ordered	Quantity Rec'vd	Amount Sold			Balance on Hand		
			Dye	Lot	Size	Dye	Lot	Size
			344			344		
6/3/88	24							
6/27		24				24		
7/15			3			21		

INVENTORY CARD

ITEM: Warsted Yarn
COLOR: Gold
COLOR#: 49

Date	Quantity Ordered	Quantity Rec'vd	Amount Sold			Balance on Hand		
			Dye	Lot	Size	Dye	Lot	Size
			248			248		
6/3/88	24							
6/27		24				24		
7/15			3			21		

INVENTORY CARD

ITEM: Worsted Yarn
COLOR Rust
COLOR# 50

Date	Quantity Ordered	Quantity Rec'vd	Amount Sold			Balance on Hand		
			Dye	Lot	Size	Dye	Lot	Size
			78			78		
6/3/88	24							
6/27		24				24		
7/15			5			19		

INVENTORY CARD

ITEM Worsted Yarn
COLOR Red
COLOR# 54

Date	Quantity Ordered	Quantity Rec'vd	Amount Sold			Balance on Hand		
			Dye	Lot	Size	Dye	Lot	Size
			307			307		
6/3/88	24							
6/27		24				24		
7/15			2			22		

INVENTORY CARD

ITEM Worsted Yarn
COLOR Green
COLOR# 62

Date	Quantity Ordered	Quantity Rec'vd	Amount Sold			Balance on Hand		
			Dye	Lot	Size	Dye	Lot	Size
			382			382		
6/3/88	24							
6/27		24				24		
7/15			9			15		
7/15			3			12		
7/15			10			2		

INVENTORY CARD

ITEM Circular Knitting Needles
COLOR
COLOR# 18" long

Date	Quantity Ordered	Quantity Rec'vd	Amount Sold			Balance on Hand		
			Dye	Lot	Size	Dye	Lot	Size
			6	7	8	6	7	8
6/3/88	18							
6/27		18				6	6	6
7/15				1	1	–	5	5
7/15			1			5		

INVENTORY CARD

ITEM Circular Knitting Needles
COLOR
COLOR# 36" long

Date	Quantity Ordered	Quantity Rec'vd	Amount Sold			Balance on Hand		
			Dye	Lot	Size	Dye	Lot	Size
			6	7	8	6	7	8
6/3/88	18							
6/27		18				6	6	6
7/15				1	1		5	5
7/15					1			4
7/15			1		1	5		3

ASSIGNMENT SHEET 8, continued

INVENTORY CARD

ITEM Pattern Books
COLOR
COLOR#

Date	Quantity Ordered	Quantity Rec'vd	Amount Sold			Balance on Hand		
			Dye	Lot	Size	Dye	Lot	Size
			331	357	389	331	357	389
6/3/78	36							
6/21/78		36				12	12	12
7/15				1			11	
7/15					1			11
7/15			1			11		
7/15			1			10		
7/15				1			10	

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Name ______________________________

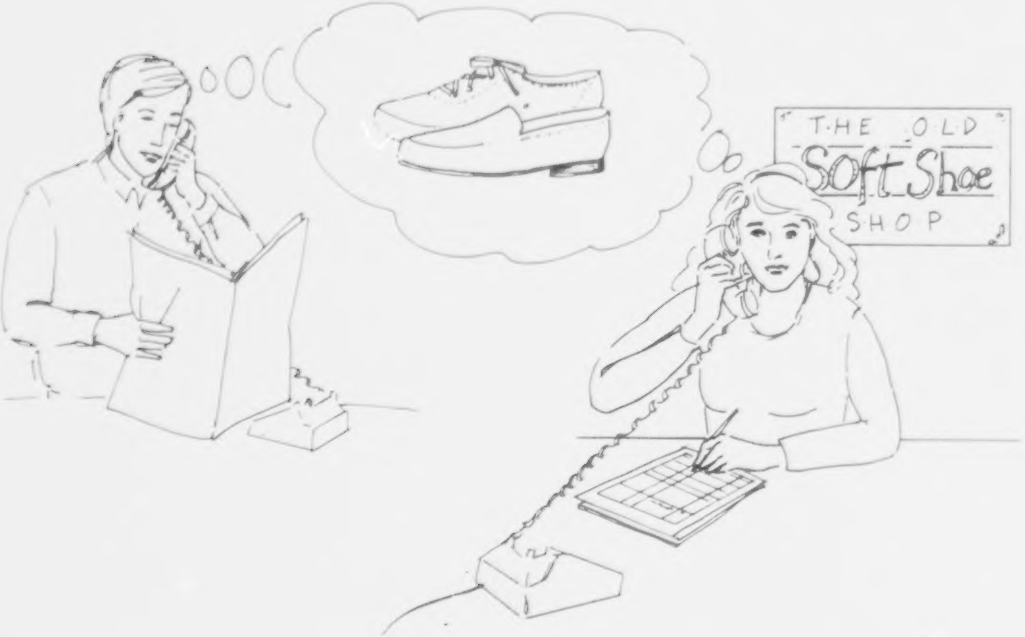
USING COMMUNICATION SKILLS

UNIT III

JOB SHEET 1--

ROLE PLAY TELEPHONE SITUATION NO. 1: TAKING AN ORDER

The situation: The Old Soft Shoe Shop is having a shoe sale that has been advertised in the paper. A customer calls to order two pairs of shoes on sale. You are the salesperson. Write down the sizes and styles desired and check the inventory to be sure the shoes desired are in stock. Confirm that the customer knows the correct regular and sale prices. Ask the customer's name (be sure to get the correct spelling), method of payment, and the time the customer will pick up the shoes.



Name ____________________________________

USING COMMUNICATION SKILLS

UNIT III

JOB SHEET 2--

ROLE PLAY TELEPHONE SITUATION NO. 2: PLACING AN ORDER

The situation: You work at a small industrial sewing company. You have been asked by your supervisor to call the OK Stitchery Supplies Company and order the following materials:

25 bolts	#5450	blue jungle print
5 cases	#6230	cone thread
7 bolts	#3770	interfacing
40 bolts	#7667	solid sportswear

These materials are needed by the end of the week, so a rush order will be necessary. Your supervisor would like to know whether there have been any increases in price since the last time these items were ordered. Telephone orders for your company are usually given to Mr. Simmons at the supply house. If Mr. Simmons is not there, leave a message.

Name ______________________________

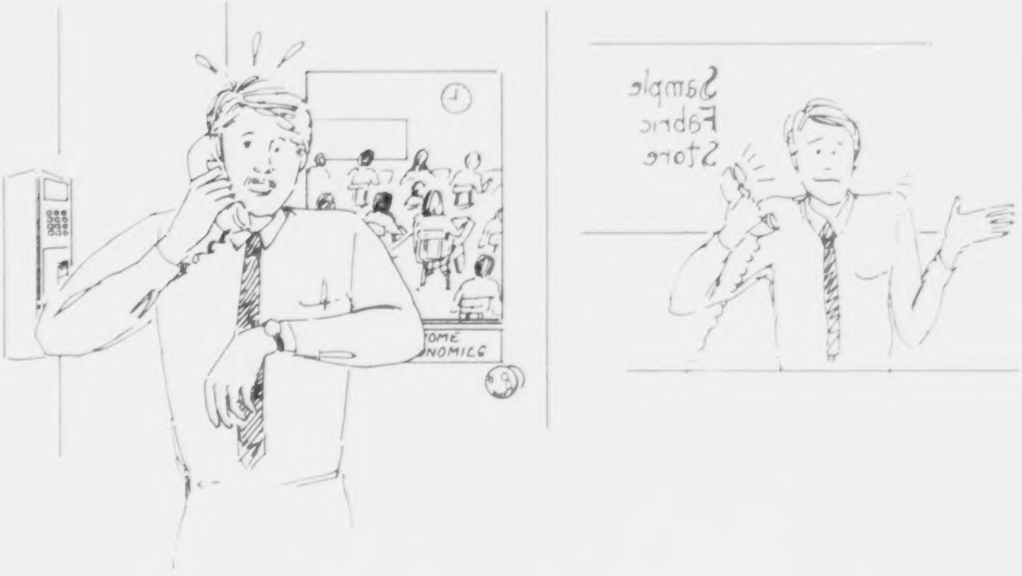
USING COMMUNICATION SKILLS

UNIT III

JOB SHEET 3--

ROLE PLAY TELEPHONE SITUATION NO. 3: SERVICE REQUEST

The situation: You are working in the sewing machine department of the Sample Fabric Store. Your store has an agreement with the school district to service their sewing machines when needed. A local high school teacher calls as soon as the store opens in the morning about one of his/her classroom machines that is not working properly. The teacher is extremely eager to have the machine fixed in time for class that afternoon. From the description of the problem, you guess that the machine's timing has been thrown off. This is a difficult, technical adjustment. The service person is away at a convention and is not expected in the store until mid-morning tomorrow.



Name____________________________________

USING COMMUNICATION SKILLS

UNIT III

UNIT TEST

Directions: For each multiple choice question, choose the best answer and write its letter in the space provided.

________ 1. Which factor influences the need for better communication?

(a) power structures
(b) higher levels of education
(c) powerful labor unions
(d) all of the above

________ 2. Which is not a common reason for poor performance on the job?

(a) poor listening skills
(b) lack of desire or ability
(c) constant daydreaming
(d) being late for work
(e) none of the above

________ 3. Which is a common reason for poor performance on the job:

(a) poor listening skills
(b) lack of care and attention
(c) constant daydreaming
(d) being late for work
(e) all of the above

________ 4. What are some of the ways in which criticism can be perceived in the workplace?

(a) as fair
(b) as unfair
(c) as helpful
(d) all of the above

________ 5. What are the means by which one person persuades another to change an opinion?

(a) by making fun
(b) by reasoning
(c) by personal forcefulness
(d) Only a and c above
(e) Only b and c above

__Directions__: Match each of the five C's of letter writing to the correct descriptive phrase.

________ 6. Clarity

________ 7. Completeness

________ 8. Conciseness

________ 9. Correctness

________ 10. Courtesy

a. "You" and "your" appear more than "I" and "we"

b. Conveys the intended message

c. Being specific and brief

d. All information needed to understand the message is presented.

e. Using correct grammar, sentence construction, and being truthful

__Directions__: On the line before each definition, write the word described. Then find each word in the wordsearch puzzle on the next page. Words are written from top to bottom and from left to right.

____________________ 11. Noises; activity outside your room or window

____________________ 12. A message/idea resulting in understanding shared by sender and receiver

____________________ 13. Statement of a fault found with something or someone

____________________ 14. Leadership (or government) by one

____________________ 15. Specialized or technical language

____________________ 16. Hearing a message

____________________ 17. Spoken; using words

____________________ 18. Leadership (or government) by the people or their representatives

____________________ 19. Using gestures, posture, facial expressions, but no words

____________________ 20. Let your mind wander

____________________ 21. Non-standard vocabulary

____________________ 22. A response

____________________ 23. Understanding the thoughts and feelings of others

E E R G D I S T R A C T I O N S

D T Y U E O O I U Y T R E W O L

A O C O M M U N I C A T I O N Q

Y P P O O X F G H T R D V G V I

D P L M C Q W E D S C F D E E R

R Q U C R I T I C I S M T T R R

E J F J A T R E Y U L M M M B L

A U T O C R A C Y L A O I Y A I

M T R E Y O I U Y T N O I U L U

N B E F F B G J A R G O N R E L

L I S T E N I N G Z E P O I U C

R F V G E Y U I O P M W E R T R

T R Y U D Y T G H J P B G T Y H

Z X C V B T V E R B A L Q X Z T

N J U H A G H J K I T T R E W S

B H Y T C Y U I O P H M M J U I

D K U T K L K J H H Y U P I Y T

24. List five ways to improve listening skills:

a.

b.

c.

d.

e.

Short Answer:

25. A. Your friend, Fred, is going for a job interview, and he thinks he will be asked to answer the phone while he is being interviewed (which is not uncommon). He asks you for some advice on telephone practices. Include at least eight helpful hints for Fred.

B. Assume you are to give a short lecture/demonstration in two weeks on the subject, "The influence of careers on family life." Discuss how you will use your communication skills in preparing and delivering your lecture/-demonstration. As a guide, use the contents in this unit. Include nonverbal, verbal, and written communication, and reading skills.

(NOTE: If the following activities have not been completed prior to the test, ask your teacher when they should be completed.)

26. Check Your Listening Skills (Assignment Sheet 1)
27. Recognize and Discuss Justified and Unjustified Criticism (Assignment Sheet 2)
28. Interpret Nonverbal Signals (Assignment Sheet 3)
29. Rate Your Communication Skills (Assignment Sheet 4)
30. Check Your Language Skills (Assignment Sheet 5)
31. Fill Out Time Record (Assignment Sheet 6)
32. Fill Out Petty Cash Voucher (Assignment Sheet 7)
33. Keep Track of Inventory (Assignment Sheet 8)
34. Role Play Telephone Situation No. 1: Taking an Order (Job Sheet 1)
35. Role Play Telephone Situation No. 2: Placing an Order (Job Sheet 2)
36. Role Play Telephone Situation No. 3: Service Request (Job Sheet 3)

USING COMMUNICATION SKILLS

UNIT III

ANSWERS TO UNIT TEST

Multiple Choice:

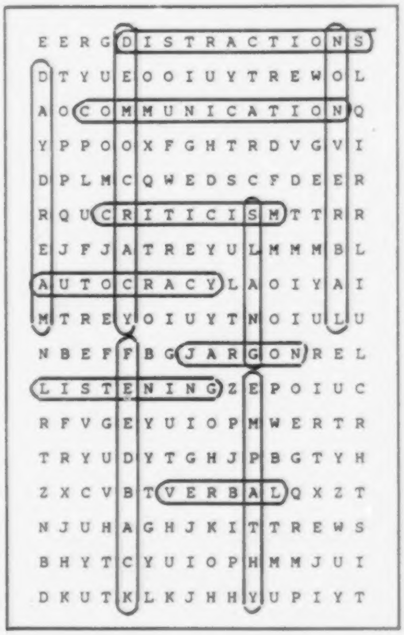
1. d
2. b
3. a
4. d
5. e

Matching:

6. b
7. d
8. c
9. e
10. a

Wordsearch Puzzle:

11-23.



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E E R G D I S T R A C T I O N S
D T Y U E O O I U Y T R E W O L
A O C O M M U N I C A T I O N Q
Y P P O O X F G H T R D V G V I
D P L M C Q W E D S C F D E E R
R Q U C R I T I C I S M T T R R
E J F J A T R E Y U L M M M B L
A U T O C R A C Y L A O I Y A I
M T R E Y O I U Y T N O I U L U
N B E F F B G J A R G O N R E L
L I S T E N I N G Z E P O I U C
R F V G E Y U I O P M W E R T R
T R Y U D Y T G H J P B G T Y H
Z X C V B T V E R B A L Q X Z T
N J U H A G H J K I T T R E W S
B H Y T C Y U I O P H M M J U I
D K U T K L K J H H Y U P I Y T
```

11. Distractions
12. Communication
13. Criticism
14. Autocracy
15. Jargon
16. Listening
17. Verbal
18. Democracy
19. Nonverbal
20. Daydream
21. Slang
22. Feedback
23. Empathy

24. Any 5 of the following, in any order:

Try not to interrupt.
Concentrate on the conversation.
Take notes.
Avoid daydreaming/distractions.
Give immediate feedback.
Watch/interpret body language.
Achieve eye contact with the sender.
Empathize with the speaker.
If speaker has trouble sending clear signals, make extra efforts to pay attention to the message.
Ask questions if message is not understood.
Tactfully interrupt someone who is talking too much.

25. A. Any 8 of the following, in any order:

Use a pleasant tone with expression.
Convey an attitude of helpfulness, friendliness and courtesy.
Have pencil, pen, paper, and calendar near the telephone.
Answer promptly; identify yourself and the place of business.
Listen carefully to the caller.
Give the caller your undivided attention.
Do not talk to others while taking the call.
Do not pick up the telephone and answer while you are finishing another conversation.
Do not cough, clear your throat, or blow your nose while talking on the phone.
If the caller asks for a specific person, tell the caller you are placing them on hold (or cover the mouthpiece with your hand).
If the caller asks for a person who is out of the office, take a message and be sure it is received.
If you leave the phone to get information, excuse yourself and make your absence brief.
When taking a message, take down all necessary information, use the caller's name in the conversation, and read the message to the caller to verify the information.
Thank the person for calling.

25. B. Evaluated to the satisfaction of the teacher.

26-33. See Answers to Assignment Sheets.

34-36. Evaluated to the satisfaction of the teacher.

SECTION D:

D. DEMONSTRATING MATH SKILLS

1. Perform manual mathematical computations
2. Demonstrate basic business mathematics
3. Use cash register
4. Use calculating equipment to perform mathematical computations
5. Utilize computer literacy

Other (specify):

____

____

Demonstrating Math Skills

Unit IV

Cross-Reference Table of Instructional Materials

Competency	Instructional Objective	Transparency Master	Handout	Assignment Sheet	Job Sheet	Test Item	Notes
*	1					3, 8, 10, 15-16, 19-20	
D 1, D 2	2					45-60	
D 3	3	TM 1, 2, 3	HO 1	AS 1, 2	JS 1, 2	36-43	
D 4	4	TM 4		AS 3	JS 3, 4	1	
D 4	5	TM 5, 6		AS 4	JS 5, 6	12	
D 5	6		HO 2	AS 5		2, 4-7, 9, 11, 13-14, 17-18, 21-25	
D 5	7	TM 7				44	
D 5	8	TM 8		AS 6		26-29	
D 5	9	TM 9, 10				31, 35, 61-64	
D 5	10					30, 32-34	
D 5	11	TM 11				65-73	
D 5	12	TM 12		AS 7			

*Prerequisite Knowledge

DEMONSTRATING MATH SKILLS

UNIT IV

UNIT OBJECTIVE

After completing this unit, the student will demonstrate the ability to calculate mathematical problems and interpret computer printed information necessary for business and the world of work. Competencies will be demonstrated by correctly performing the procedures outlined in the Assignment and Job Sheets and achieving an overall score of 85 percent on the Unit Test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Based on the content outline, DEFINE MATH RELATED TERMS by attaining 100 percent accuracy on the Unit Test.

2. Based on the content outline, PERFORM MANUAL MATHEMATICAL COMPUTATIONS by attaining 100 percent accuracy on the Unit Test.

3. Based on the content outline, Transparency Masters 1, 2, 3, and Handout 1, IDENTIFY THE MAJOR PARTS OF A CASH REGISTER, UNDERSTAND ITS OPERATION, and PROCESS CHARGE OR CASH TRANSACTIONS, by completing Assignment Sheets 1, 2, Job Sheets 1, 2, and by attaining 100 percent accuracy on the Unit Test.

4. Based on the content outline and Transparency Master 4, IDENTIFY MAJOR OPERATIONAL PARTS OF ADDING MACHINES by completing Assignment Sheet 3 and OPERATE THE ADDING MACHINE by completing Job Sheets 3 and 4.

5. Based on the content outline and Transparency Masters 5 and 6, IDENTIFY MAJOR OPERATIONAL PARTS OF ELECTRONIC CALCULATORS by completing Assignment Sheet 4 and OPERATE THE ELECTRONIC CALCULATOR by completing Job Sheets 5 and 6.

6. Based on the content outline and Handout 2, DEFINE IMPORTANT MICROCOMPUTER TERMS by completing Assignment Sheet 5 and attaining 100 percent accuracy on the Unit Test.

7. Based on the content outline and Transparency Master 7, LIST WAYS MICROCOMPUTERS ARE USED IN BUSINESS by attaining 100 percent accuracy on the Unit Test.

8. Based on the content outline and Transparency Master 8, IDENTIFY THE MAJOR PARTS OF A MICROCOMPUTER by completing Assignment Sheet 6 and attaining 100 percent accuracy on the Unit Test.

9. Based on the content outline and Transparency Masters 9 and 10, HANDLE DISKETTES WITH CARE AND UNDERSTANDING by attaining 100 percent accuracy on the Unit Test.

10. Based on the content outline, DEMONSTRATE UNDERSTANDING OF THE COMPATIBILITY LIMITATIONS OF PROGRAMMING LANGUAGES by attaining 100 percent accuracy on the Unit Test.

11. Based on the content outline and Transparency Master 11, DEMONSTRATE UNDERSTANDING OF A STYLE/SALES AND ON HAND REPORT by attaining 100 percent accuracy on the Unit Test.

12. Based on the content outline and Transparency Master 12, INTERPRET AN INVENTORY CONTROL SHEET by completing Assignment Sheet 7.

DEMONSTRATING MATH SKILLS

UNIT IV

SUGGESTED ACTIVITIES

A. Obtain additional materials and/or invite resource people to supplement/reinforce information provided in this unit.

(NOTE: This step should be completed prior to the teaching of this unit.)

B. Make transparencies.

C. Provide students with Objective Sheet.

D. Discuss Unit and Specific Objectives.

E. Provide students with Information Sheet.

F. Discuss the Information Sheet.

(NOTE: Use transparencies to enhance the information as needed.)

G. Provide students with Assignment and/or Job Sheets prior to the demonstration of the procedures.

H. Integrate the following activities throughout the teaching of this unit:

1. Introduce the unit by explaining the terminology provided on the information sheet.
2. Invite representatives from local retail stores or restaurants to discuss the use of computers.
3. Visit area factories to see how computers are used.
4. Invite local entrepreneurs to discuss merchandise pricing techniques, math skills needed in business, and computer usage.
5. Show film on apparel manufacturing that illustrates computerized technology.

I. Give test.

J. Evaluate test.

K. Reteach if necessary.

CONTENTS OF THIS UNIT

A. Objective Sheet

B. Suggested Activities

C. Information Sheet

D. Transparency Masters

1. TM 1--Major Parts of a Cash Register
2. TM 2--Bank Credit Card Form
3. TM 3--A Credit Card Imprinter
4. TM 4--Adding Machine Part Identification
5. TM 5--Electronic Calculator Part Identification
6. TM 6--Home Key Position
7. TM 7--Ways the Microcomputer is Used in Business
8. TM 8--Major Components of the Microcomputer
9. TM 9--Handling a Floppy Diskette
10. TM 10--Inserting a Floppy Diskette
11. TM 11--Style/Sales and On Hand Report
12. TM 12--Sample Inventory Control Sheet

E. Handouts

1. HO 1--Sample Sales Tax Chart
2. HO 2--Supplementary Glossary of Computer Terms

F. Assignment Sheets

1. Assignment Sheet 1--Calculate Sales Total by Hand
2. Assignment Sheet 2--Identify Parts of the Cash Register
3. Assignment Sheet 3--Identify Parts of the Adding Machine
4. Assignment Sheet 4--Identify Parts of the Electronic Calculator
5. Assignment Sheet 5--Define Microcomputer Terms
6. Assignment Sheet 6--Identify Components of the Microcomputer
7. Assignment Sheet 7--Interpret an Inventory Control Sheet

G. Answers to Assignment Sheets

H. Job Sheets

1. Job Sheet 1--Cash Register Performance Checklist (NOTE TO THE TEACHER: If possible, provide an opportunity for the students to have a hands-on experience by following these steps to operate the cash register.)
2. Job Sheet 2--Problems for Using the Cash Register (NOTE TO THE TEACHER: If no cash register is available for student use, these problems may be done later on the adding machine or the electronic calculator.)

3. Job Sheet 3--Adding Machine Performance Checklist (NOTE TO THE TEACHER: If possible, provide an opportunity for the students to have a hands-on experience by following these steps to operate the adding machine.)
4. Job Sheet 4--Problems to Work With an Adding Machine
5. Job Sheet 5--Electronic Calculator Performance Checklist (NOTE TO THE TEACHER: If possible, provide an opportunity for the students to have a hands-on experience by following these steps to operate the electronic calculator.)
6. Job Sheet 6--Problems to Work With an Electronic Calculator

I. Answers to Job Sheets

J. Unit Test

K. Answers to Unit Test

RESOURCES

A. Home Economics Curriculum Center. Microcomputers in Home Economics. Lubbock, TX: Home Economics Curriculum Center, 1984.

B. Freedman, A. The Computer Glossary. Englewood Cliffs, NJ: Prentice-Hall, 1983.

C. Stewart, Bob. Agribusiness Sales and Marketing. Instructor's Guide. Columbia, MO: Instructional Materials Laboratory, 1984.

DEMONSTRATING MATH SKILLS

UNIT IV

INFORMATION SHEET

I. Terms and definitions

A. Calculate--to determine an answer by using mathematics; to compute.

B. Computer--a programmable machine that receives, stores, retrieves, and processes information.

C. Copyright--to give exclusive right by law, to make a profit on a published work. Anything protected by copyright may not be duplicated without permission in writing from the author or publisher.

D. Inventory--an itemized list of the goods, or stock, of a business.

E. Microcomputer--a fully operational, small computer that uses a single circuit to perform the arithmetic, logic, and control functions of data processing.

F. Percent--one of a hundred parts.

G. Program--series of instructions telling the computer how to perform a certain function.

II. Become familiar with cash registers

(Objective 3; TM 1, 2, 3; HO 1; AS 1, 2; JS 1, 2)

A. When an automatic cash register is not available, it is important to be able to calculate sales tickets by hand.

B. Not all cash registers are alike, but the principles of operation are similar. Major parts of the cash register:

1. Department keys--used to indicate the department from which the merchandise sold originated (1).
2. Sales journal--a tape with a record of each sale rung up on the cash register (2).
3. Control keys--these keys may be used to record whether the sale was cash or charge, or some other control code (3).
4. Amount keyboard--where the amount of each item is entered separately (4), followed by the motor bar (12).

5. Receipt--the record of the sale that is fed out of the machine and given to the customer (5). The receipt number and the total are registered on the sales journal (2).
6. Control lock slide--when the key is inserted in the control lock slide, the total sales for each department may be read, and the register can be reset (6). The key is usually carried by a store manager.
7. Display area--used for displaying information useful to sales personnel, such as department codes or price codes (7).
8. Indication rows--as each item is rung on the cash register, the department or type of sale is displayed here (8a & 8b).
9. Amount indicators--the amount of each item rung on the cash register and the total amount are displayed in this window (9).
10. Key release level--when this level is pulled, the keys that have been pushed but not yet entered will pop out. It is used to correct a mistake in entering an item (10).
11. Register lock--locks the drawer (11).
12. Motor bar--pressing this bar (12) enters the amount and department information into the cash register and records it on the sales journal (2).
13. Hand crank opening--a hand crank may be inserted in this opening to operate the cash register if the electricity goes off (13).
14. Activity centers--each time an item is entered for a particular department the sale is registered and counted so that the cashier can tell at a glance how many items were sold out of each department (14).
15. Cash drawer--where the money goes (15). This drawer will not open until either the total or balance due is registered in the amount indicator (9) depending upon the type of cash register.
16. Tax key--on some cash registers this key will automatically compute a preset percent for tax on the accumulated total (16).

C. Handle money substitutes

1. Credit cards
   a. Credit cards are issued by banks, consumer credit agencies and several major credit companies. Examples are VISA card and American Express.
   b. These cards may be used for a variety of retail purchases and services, including food, lodging, and merchandise. Customers receive one monthly bill. Some companies require full payment each month. Others allow monthly installment payments and charge interest.

2. Procedures for charge purchases
   a. Before ringing up a sale, ask the customer, "Will this be cash or charge?"
   b. For charge sales, take the credit card and write up the sale on the store's sales ticket if required by your store. (Most stores require both the store's sales ticket and the credit sales ticket.)
   c. Write up the sale on the credit sales ticket. Usually you may write "merchandise" or some other general category (e.g., "fabric") in the space on the charge sales ticket for listing merchandise. It is extremely important that this be done carefully and accurately. Mistakes in filling in the credit sales form may make it impossible for the store to collect the money from the sale.
   d. Check the number on the card against the list sent out by the credit card companies showing cards lost or stolen.
   e. If the amount of the sale is over the limit established by the store's bank (usually $50.00 or $75.00), call the verification number before finalizing the sale. If there is no validation code on the sales ticket and the amount is over that authorized by the store's bank, the store may not be able to collect the money from that sale.
   f. If your imprinter requires it, set the amount of the sale on the imprinter. Imprint the information from the credit card onto the credit sales ticket.
   g. Check the expiration date on the credit card. In some stores you are asked to circle the expiration date or check a box on the sales ticket to show that you have checked the date.
   h. Give the charge ticket and a pen to the customer so that he/she can sign the ticket. If required by your store, also ask that the customer record his/her telephone number. (Many stores ask for the customer's telephone number so that they may reach the customer if there is any problem in processing the charge sale or if the credit card is left in the store.) Check the signature to see that it matches the signature on the back of the credit card.
   i. Give the credit card back to the customer along with the store's sales ticket and the customer's copy of the charge sales ticket.
   j. When you remove the carbon sheets from the charge sales ticket, either give them to the customer or tear them up before throwing them away. Forgers have been known to get account

numbers from carbons discarded in stores and use those numbers to make purchases.

3. Procedures for handling checks
    a. A check represents money in the bank, but may be carried without the risk of carrying cash. If checks are lost or stolen, their purchasing power may be cancelled by reporting the loss to the bank immediately.
    b. Some stores do not accept checks from anyone. Most stores only accept checks written on banks with the city or state. Some stores accept out-of-town checks from customers who are known to the store managers. Some stores require clerks to have check purchases cleared and initialed by a manager before closing the sale. Before you begin working, find out what the policy is in your store.
    c. Most stores require customers who pay by check to show identification in the form of a driver's license and/or credit card(s). Numbers from this identification are copied onto the back of the check as a safeguard against forgery.
    d. Most stores will not accept checks without an imprinted name, address, and telephone number on "third-party-checks." These are checks made out to the customer and signed over to the store.
    e. Never accept a post-dated check or an altered check.
4. Traveler's checks
    a. In this country, traveler's checks are considered equal to cash and are accepted in most stores. In some stores, you will be asked to get identification from the purchaser when you are accepting a traveler's check.
    b. When traveler's checks are reported lost by the customer, the numbers are added to a "cancellation list" distributed by the company issuing the traveler's check. If your store has such a list, check the number on the traveler's check given to you by the customer against this list.

III. Become familiar with adding machines/electronic calculators

(Objectives 4, 5; TM 4, 5, 6; AS 3, 4; JS 3, 4, 5, 6)

A. Terms and definitions

1. Accumulator--a memory-like device in the adding machine that stores the current total as additional items are added.

    2. Index (a number)--enter on the keyboard and into the calculation.

B. Function keys

    1. Clear key--clears an entry from the keyboard.
    2. Non-add key--identifies a number on the tape without including the number in the calculation.
    3. Plus bar--indexes numbers to be added.
    4. Repeat key--indexes the same number repeatedly to simulate multiplication.
    5. Subtotal key--prints a total of the numbers entered without clearing the accumulator.
    6. Subtract key--indexes numbers to be subtracted.
    7. Total key--prints the total and clears the calculation from the accumulator.

C. Operating procedures

    1. General procedures
        a. Always clear the machine before beginning a problem.
        b. Keep eyes on the problem and not on the keyboard.
        c. Pressing the total key prints the total and clears the problems from the machine.
    2. Addition
        a. Enter the first number by pressing the appropriate keys.
        b. Press the plus bar.
        c. Enter the next number by pressing the appropriate keys.
        d. Repeat the previous two steps until all numbers of the problem are entered.
        e. Press the total key.
    3. Subtraction
        a. Enter the first number.
        b. Press the plus bar.
        c. Enter the number to be subtracted.
        d. Press the subtract key.
        e. Repeat the previous two steps until all numbers of the problem are entered.
    4. Use of the non-add key
        a. Clear the machine.
        b. Enter the number to be used for identification purposes.
        c. Press the non-add key to print the number on the tape.
        d. Proceed with the problem as indicated.
    5. Use of the repeat key
        a. Enter the number to be repeated.
        b. Press the repeat key and push up to lock.
        c. Press the plus bar once for each time the number is to be repeated.

        d. Release the repeat key by pushing downward.
        e. Press the clear key to erase the keyboard.
        f. Proceed with any other number to be included in the calculation.
        g. Press the total key.
    6. Use of the subtotal key
        a. Enter the first set of numbers to be calculated.
        b. Press the subtotal key.
        c. Enter additional numbers to be calculated.
        d. Press the total key.

IV. Become familiar with computers

(Objective 6; HO 2; AS 5)

A. Terms and definitions

1. Backup--to duplicate a file on a separate floppy disk or tape to ensure against loss.
2. BASIC (Beginner's All-Purpose Symbolic Instruction Code)--a programming language developed for use in academic computing; widely used in microcomputers.
3. Cathode ray tube (CRT)--the vacuum tube used in a TV or video terminal screen.
4. Cursor--the screen pointer. A character on the video screen that indicates position. It is usually represented by a blinking or filled-in square, or by a blinking underline.
5. Data--a collection of numbers and/or words to be processed; raw facts and figures that are processed into information.
   (NOTE: Data is a plural term).
6. Data base--a master file of data that is organized by a data base management system or another program. A data base presents the information in a format that is applicable to the user's needs and is available when the user needs it.
7. Diskette--see floppy disk.
8. Floppy disk (or diskette)--a single, flexible, plastic, magnetic storage medium available in several standard sizes; used to store and load information. Care must be taken that the information recorded on floppy disks is not accidentally erased.
9. Hard copy--output from an information system printed on paper.
10. Keyboard--the set of terminal input keys. They are made up of the standard typewriter keys and specialized keys for manipulating the data and communicating with the computer.
11. Memory--the computer's working storage. Programs and data are read into the computer memory where they may be manipulated. The size of the memory

determines the amount and complexity of the processing that can take place in the computer.

12. Output--computer generated information.
13. Printer--a device that converts computer output into printed images. These images may be words or pictures or a combination of both.
14. Printout--printer output.
15. Program--a group of instructions that tell the computer how to perform a specific function.
16. Programming language--a language used when writing a program. The programming language is translated into machine language by software so that the computer can understand it.
17. Software--computer instructions. A group of software instructions make up a software program. The Disk Operating System, (DOS), and word processors are examples of software.
18. Terminal--the input/output device that allows the user to communicate with the computer. A terminal usually includes a keyboard, a video screen, and a printer.

V. Ways microcomputers are used in business

(Objective 7; TM 7)

A. To facilitate financial record keeping

1. Monthly and annual reports
2. Customer financial reports
3. Tax reports
4. Profitability reports

B. To facilitate inventory information

1. Stock maintenance
2. Daily inventory reports
3. Item descriptions and locations

C. To facilitate in-house record keeping

1. Payroll
2. Department transfers
3. Employee scheduling
4. Employee purchases

D. To facilitate customer services and communication

1. Itemized billing
2. Quicker credit analysis
3. Direct mailings of advertisements

E. To facilitate tax and accounting

1. Social security tax records
2. Sales tax records
3. Income records
4. Expenditure records
5. Financial summaries

F. To control equipment

1. Heating and air conditioning
2. Lights
3. Security system
4. Specific equipment used in the business

G. For word processing

1. Prepare letters
2. Mass mailings
3. Prepare brochures

VI. Major components (parts) of a computer

(Objective 8; TM 8; AS 6)

A. Keyboard--used to input data.

B. Monitor--a screen which displays data.

C. Disk drive--reads data from, and imprints data onto, a floppy disk.

D. Printer--prints data on paper.

VII. Diskettes must be handled with care

(Objective 9; TM 9, 10)

A. Never bend or fold diskette.

B. Never touch the surface of the diskette.

C. Keep diskette away from magnetic fields such as transformers, magnets, television sets, radios, scissors, and typewriters. Magnetic fields will erase or alter the contents of the diskette.

D. Do not place the diskette on top of the monitor or disk drive.

E. Never expose diskettes to X-ray equipment.

F. Store diskettes in their protective jackets, in a vertical position, in a closed container.

G. Insert the diskette carefully into the disk drive.

H. Use only a felt tip pen to write on label of the diskette jacket.

I. Make "backup" copies of all program software and store originals in a safe place.

VIII. Compatibility factors

(Objective 10)

A. Microcomputer manufacturers have their own versions of BASIC and other programming languages that may not work with other systems.

B. The printer must be compatible with the computer system.

C. Software packages are written to be compatible with specific computer systems. Often there are several versions to accommodate different brands of computers.

D. Blank diskettes are usable in most disk drives as long as they are the correct size.

E. Backing up your programs and data

1. Always make a backup (duplicate) copy of all new programs and store them in a separate place.
2. Periodically make a backup copy of all data on your computer.
3. If your computer has a hard disk, it is especially important to make periodic backup copies. A disk malfunction could destroy all your data.
4. It is illegal and bad manners to duplicate copyrighted programs for use by other people.

F. Read and interpret computer printout information

1. The format and complexity of computer printout information will depend upon the program being run.
2. Individual businesses may develop output forms and formats suitable for reporting the information they need.

IX. Interpret a style/sales and on hand report

(Objective 11; TM 11)

A. This report shows sales and merchandise on hand for a given department. It is released on Fridays so that a weekly review can be done.

B. Divisions of a style/sales and on hand report

1. Department number
2. Page number of specific report
3. Classification code number assigned to a group of merchandise of a given type (Does not take into account style, color, size, or price.)
4. The vendor number assigned by the store or company
5. A style number assigned to each item/article, that is different in some way from other items/articles of the same classification
6. Current retail price of a single item of merchandise
7. Week-to-date sales--the number of items sold since the last report
8. Number of items/articles on hand in the store (inventory)
9. Figures from the downtown branch store
10. Figures from the Lakeshore branch store
11. Date of this report (The figures on the report are from the seven days prior to this date.)

X. Interpret an inventory control sheet

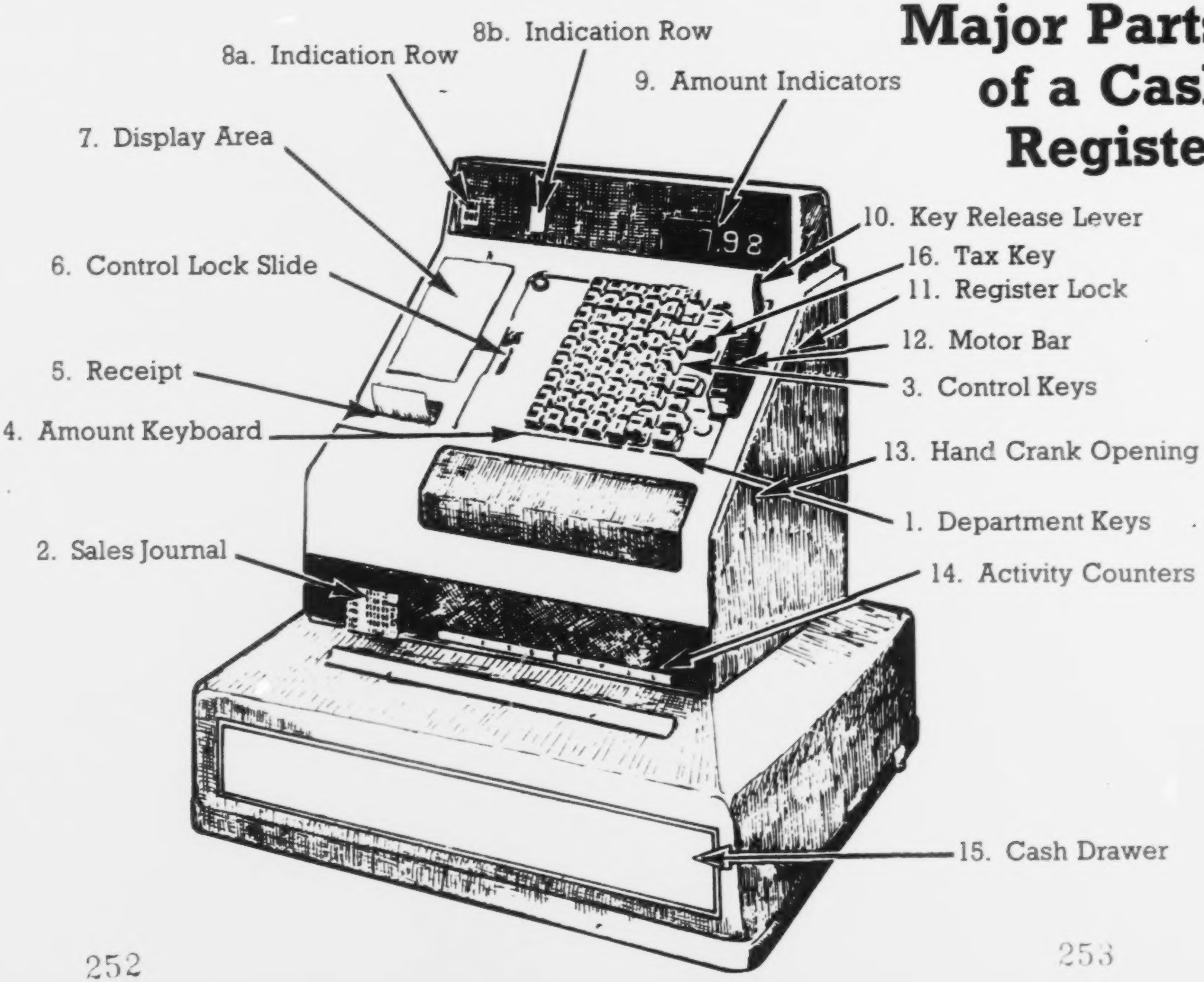
(Objective 12; TM 12; AS 7)

A. Major divisions of an inventory control sheet

1. Place for the name of the person counting the inventory
2. Place for department number (only one department per sheet)
3. Place for date of inventory count
4. Inventory sheet number--sheets must never be destroyed; account for all sheets.
5. Description is given of item being counted.
6. Classification--a number is assigned to merchandise of a given type or use without regard to price, style, color, or similar variables (for example: scissors, cups).
7. Manufacturer--a number is assigned to each different manufacturer that supplies materials to the store or company.
8. Style--a number is assigned to items/articles that differ in some way from items/articles of the same classification.
9. Price--retail price given for a single item of merchandise.
10. Tally for counting--record tally marks here when counting.
11. Total quantity--count tally marks and record here.
12. Extension--unit price is multiplied by total quantity.
13. Page total--total shown for columns 1 through 20.

14. Departmental inventory total--total shown of subtotals on multiple sheets.
15. Instructions--directions given for filling out inventory sheets.

Major Parts of a Cash Register


8b. Indication Row
8a. Indication Row
9. Amount Indicators
7. Display Area
10. Key Release Lever
16. Tax Key
6. Control Lock Slide
11. Register Lock
12. Motor Bar
5. Receipt
3. Control Keys
4. Amount Keyboard
13. Hand Crank Opening
1. Department Keys
2. Sales Journal
14. Activity Counters
15. Cash Drawer
7.98

TM 1

TM 2

Bank Credit Card Form

MASTERCARD/VISA APPLICATION

AB	CD	CL	CT	DT

This application is for: ☐ MasterCard only ☐ VISA only ☐ Both MasterCard and VISA

Note: By checking the appropriate boxes I am asking you to issue me the account(s) indicated. I understand also that if I request both MasterCard and VISA to be opened and both cannot be approved, that only a VISA account may be opened.

TELL US ABOUT YOURSELF (Please Print)

First Name | Middle | Last Name | Age | No. Dependents

Home Address | Street | Apt. No. | ☐ Own ☐ Rent ☐ Other | Monthly Payment | Current Telephone Area ( )

City | State | Zip Code | Years at Address | Social Security No.

Previous Address | Street | City | State | Years at Address

Nearest Relative | Address | City | State | Telephone No. Area ( )

ABOUT YOUR EMPLOYMENT

Employer | Address | City | State | Telephone No. Area ( )

Position/Job Title | Length of Employment Yrs Mos | Net Monthly Salary $

Previous Employer | Address | City | State | Position | Length of Employment Yrs Mos

OTHER MONTHLY INCOME (ALIMONY, CHILD SUPPORT OR SEPARATE MAINTENANCE INCOMES DO NOT HAVE TO BE STATED UNLESS YOU WANT THEM CONSIDERED.) | AMOUNT $ | SOURCE

JOINT APPLICANT INFORMATION (Must be completed for Joint Account)

First Name | Middle | Last Name | Age | Social Security No.

Employer | Address | City | State | Telephone No. Area ( )

Position/Job Title | Length of Employment Yrs Mos | Net Monthly Salary $

Nearest Relative | Address | City | State | Telephone No. Area ( )

OTHER MONTHLY INCOME (ALIMONY, CHILD SUPPORT OR SEPARATE MAINTENANCE INCOMES DO NOT HAVE TO BE STATED UNLESS YOU WANT THEM CONSIDERED.) | AMOUNT $ | SOURCE

ABOUT YOUR CREDIT REFERENCES (Please list all outstanding indebtedness and all judgments, liens and bankruptcies during the past 10 years.)

Bank Name | Address | Checking Account No. | Savings Account No.

Mortgage Lender/Landlord	Address	Original Amount	Balance Owing	Monthly Payment
Loan Account				
Credit Account #1		Account No.		
Credit Account #2				

If you need additional space please use separate sheet.

If this application is accepted and the requested bank card(s) issued, the applicant shall have entered into a contract with bank subject to the terms and conditions transmitted with said card and any future amendments thereto. Each bank card issued shall be an extension of said contract. Upon consideration of this application, bank may request a consumer credit report or reports from one or more consumer reporting agencies. Information may be exchanged with others regarding bank's extension of credit to applicant. Bank reserves the right to retain this application whether or not it is approved. The applicant and co-applicant in signing below certify that all sections of this application have been read by the applicant and co-applicant and that the information contained hereon is true and correct and the applicant and co-applicant further certify that they are both 18 years of age or older. The giving of false information on applications for credit is a criminal offense and may be punishable by a fine and/or imprisonment. IF THIS APPLICATION IS APPROVED, THE MASTERCARD BANK CARD, VISA BANK CARD OR BOTH (IF REQUESTED) WILL BE ISSUED BY THE CENTRAL TRUST BANK, JEFFERSON CITY, MISSOURI, AS CREDITOR TO THE PERSON NAMED THEREON. The Central Trust Bank is a member of FDIC.

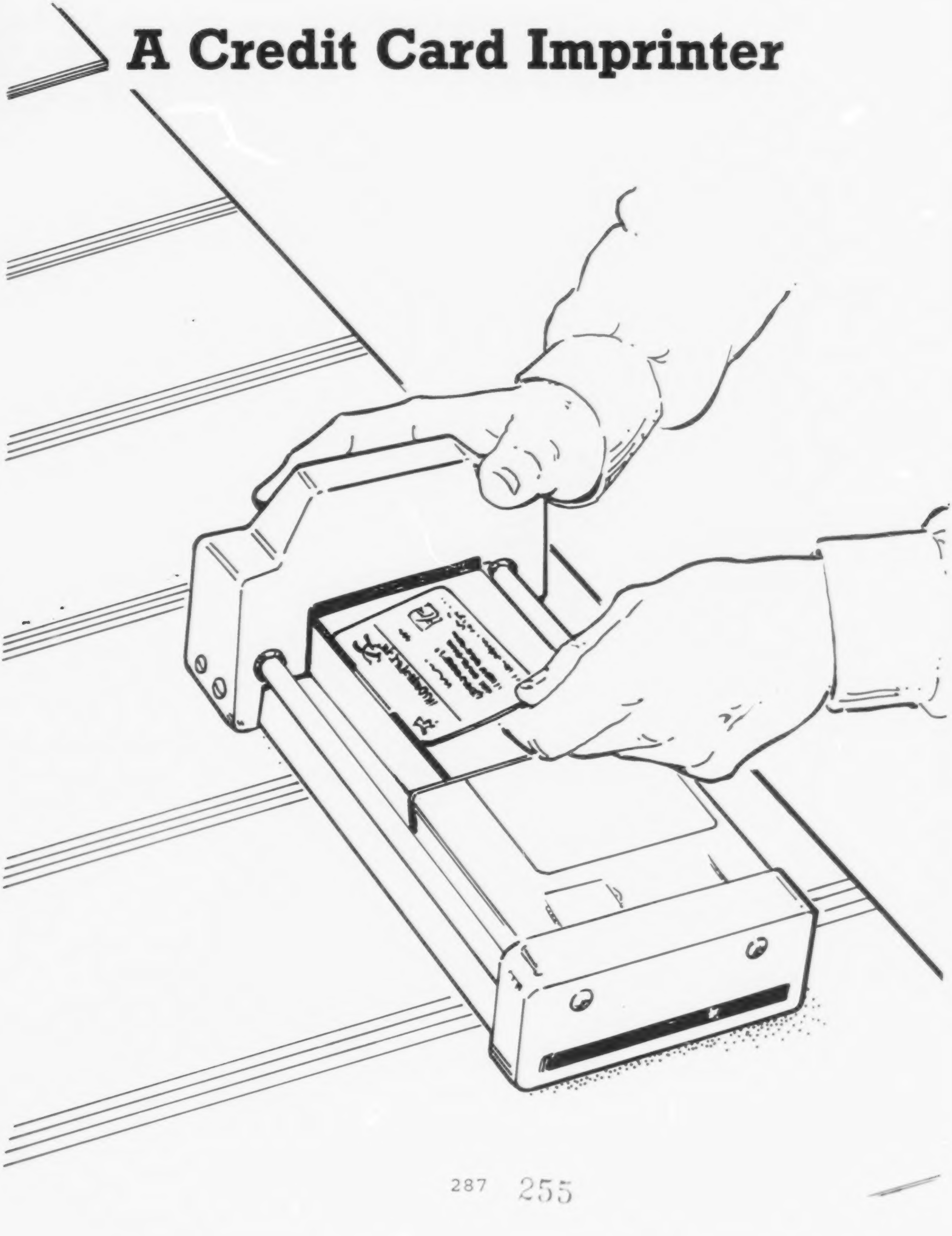
Applicant Signature Date

Joint Applicant Signature Date

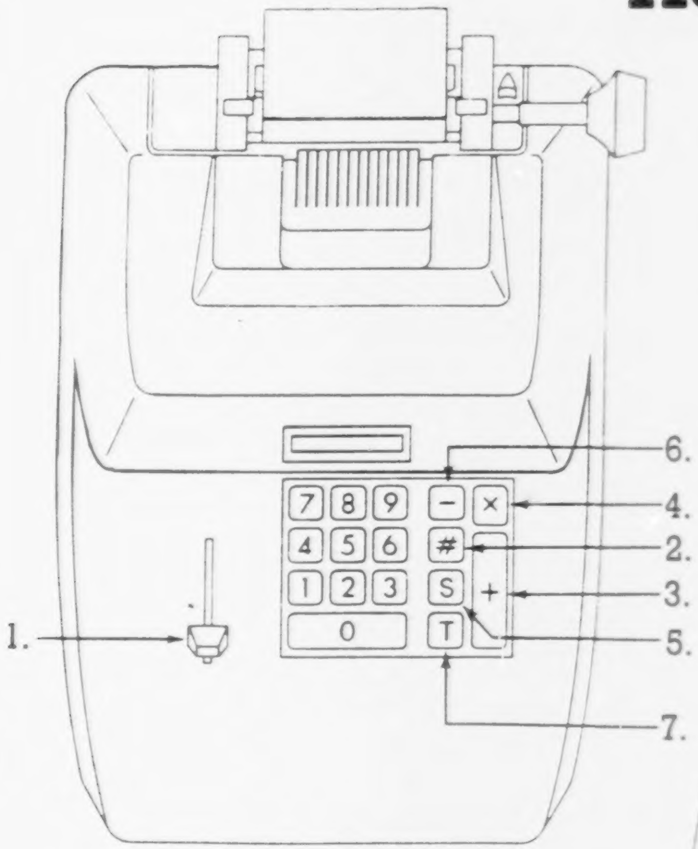
FIXED ANNUAL PERCENTAGE RATE	ANNUAL MEMBERSHIP FEE	GRACE PERIOD/ FREE RIDE PERIOD	CASH ADVANCE, TRANSACTION, OVER-THE-LIMIT, LATE AND OTHER FEES	BALANCE CALCULATION METHOD
19.80%	NONE	None; however, if the New Balance on the billing statement is paid in full by the due date, the maximum finance charge is $1.50. On cash advances, finance charges are assessed as of the date of the advance.	Cash Advance Fee: None Transaction Fee: None Over-The-Limit Fee: None Late Fee: If payment is 15 days late, fee will be 5% of delinquent payment, $1 minimum and $15 maximum charge Lost/Stolen Card Replacement: $5 Return Check Fee: $5	Average Daily Balance (including new purchases)

All disclosures are accurate as of 11/89. Terms are subject to change. For any changes to the disclosed information contact: Credit Card Department, P.O. Box 779, Jefferson City, MO 65102

A Credit Card Imprinter



Adding Machine Part Identification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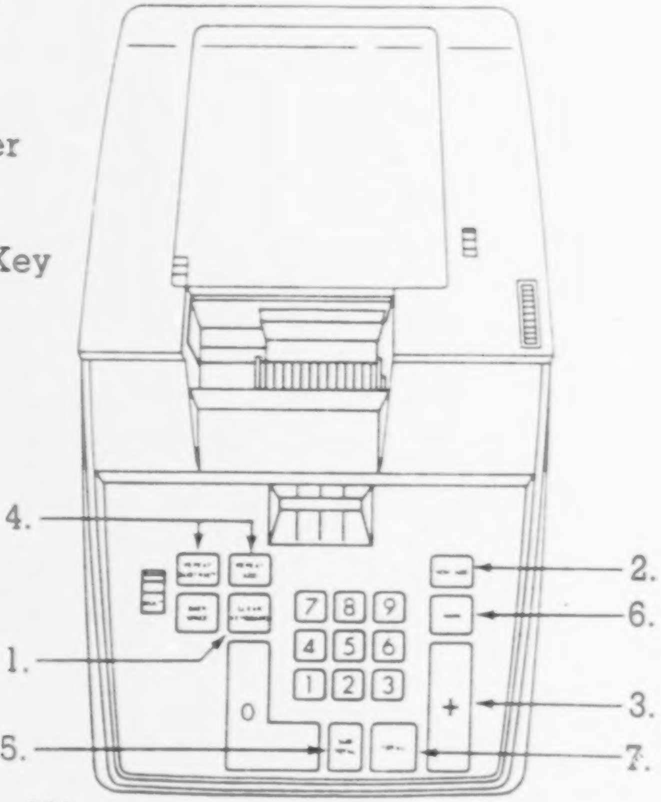
1. Correction (clear) Key or Lever
2. Non-add Key
3. Plus Bar
4. Repeat Key or Multiplication Key
5. Subtotal Key
6. Subtraction (minus) Key, Bar, or Lever
7. Total Key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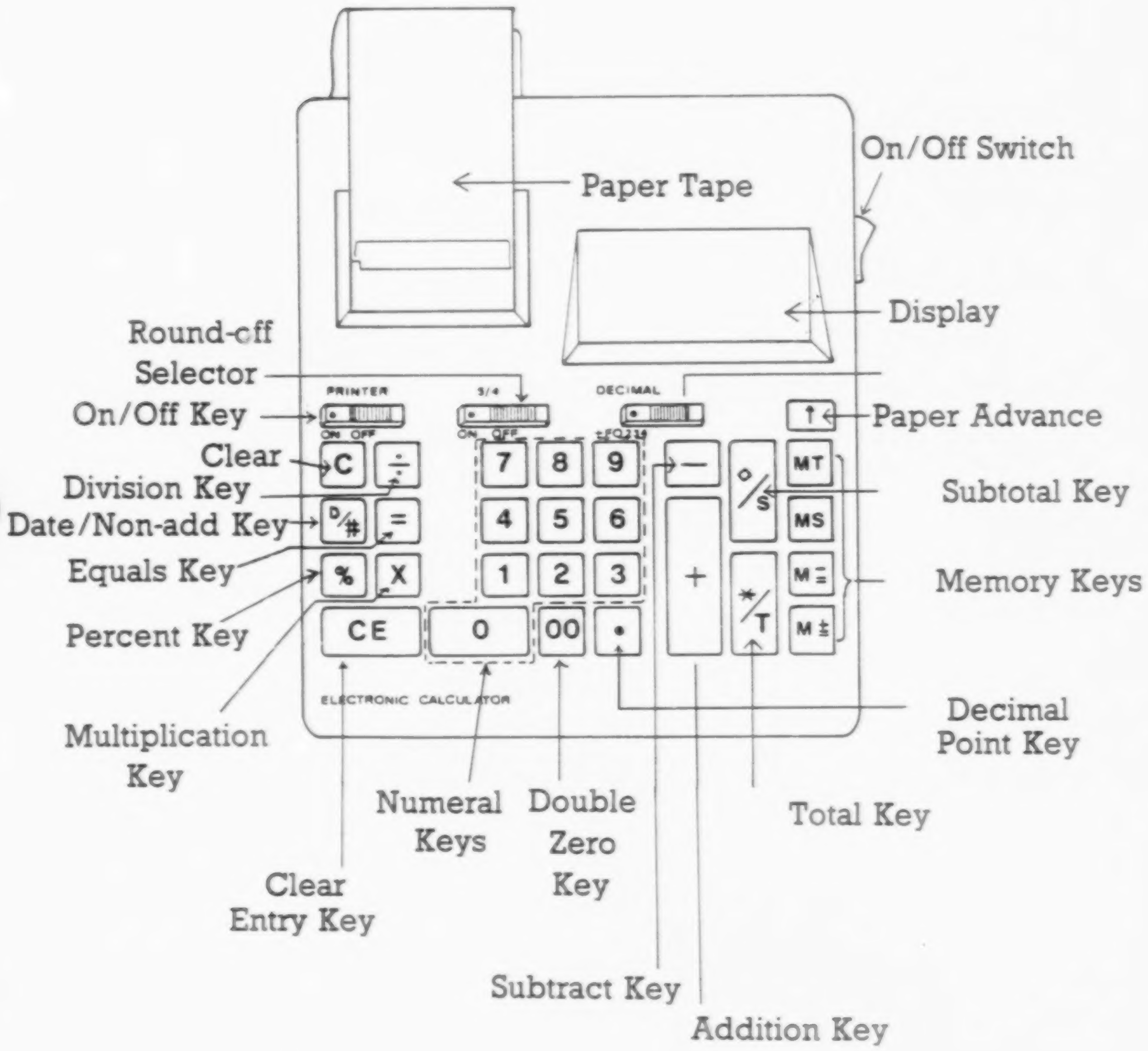
Electronic Calculator Part Identification


On/Off Switch
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Round-off Selector
On/Off Key
Paper Advance
Clear
Division Key
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Subtotal Key
Equals Key
Memory Keys
Percent Key
Multiplication Key
Decimal Point Key
Total Key
Numeral Keys
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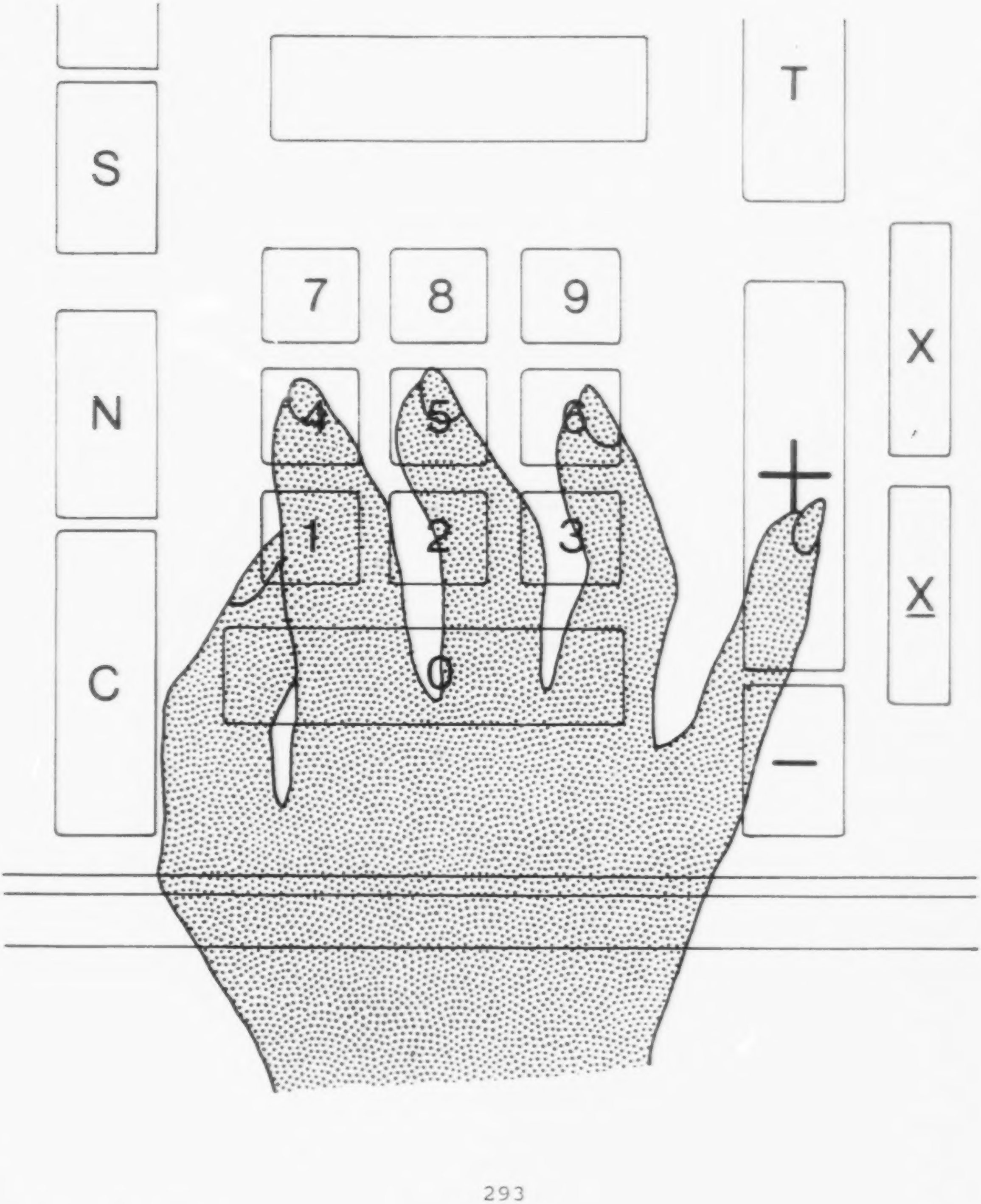
ELECTRONIC CALCULATOR

Home Key Position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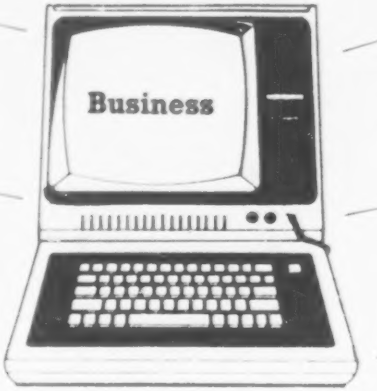
Ways the Microcomputer is used in Business



Facilitates In-house Record Keeping

Controls Equipment

Facilitates Inventory Information

Facilitates Financial Record Keeping

Word Processing Automates Jobs Specific to the Business

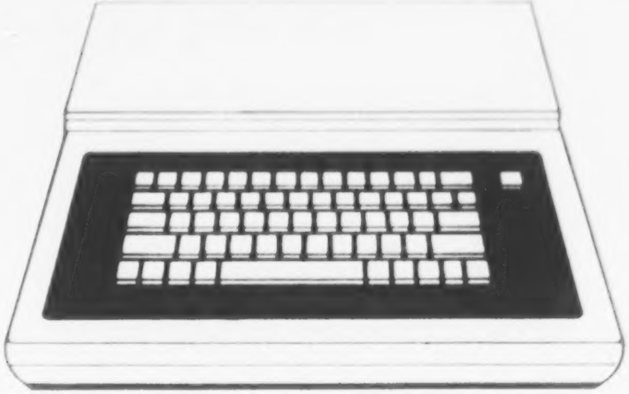
Facilitates Tax and Accounting Services

Facilitates Customer Services and Communication

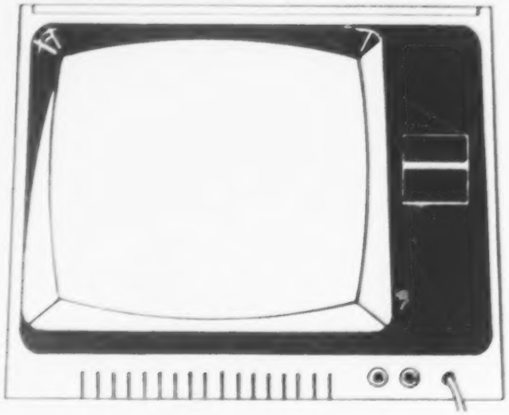
Courtesy of MAVCC

TM 7

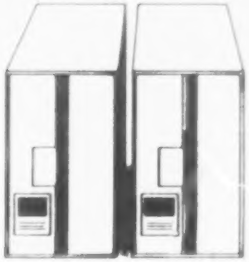
Major Components of the Microcomputer



1. Microcomputer with Keyboard



2. Monitor



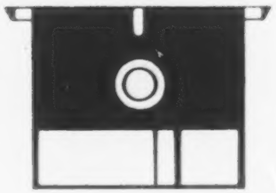
3. Disk Drives

4. Printer

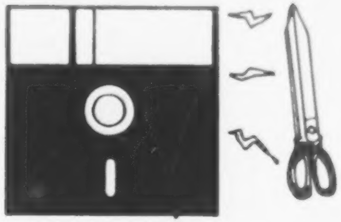
TM 8

Courtesy of MAVCC

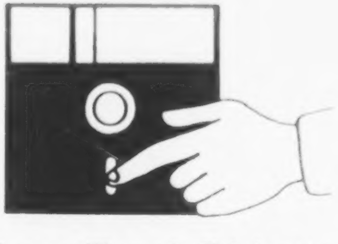
Handling a Floppy Diskette



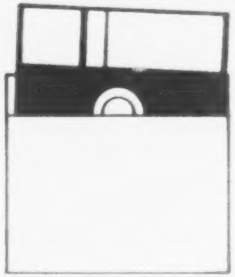
Insert Carefully



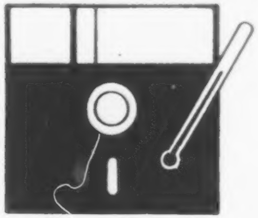
Keep Away From Scissors



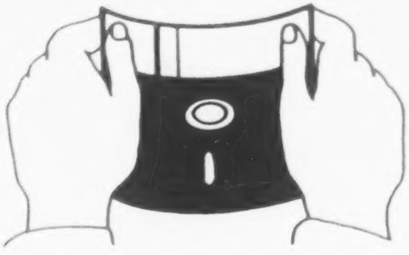
Never Touch Diskette



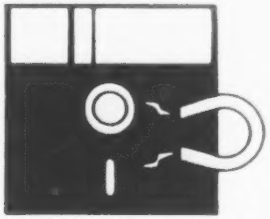
Protect in Envelope



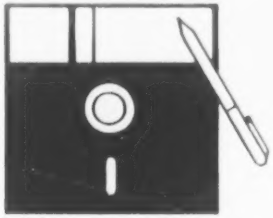
Maintain Temperature
of 50° F to 125°F



Do Not Bend or Fold



Never Expose to Magnetic Field

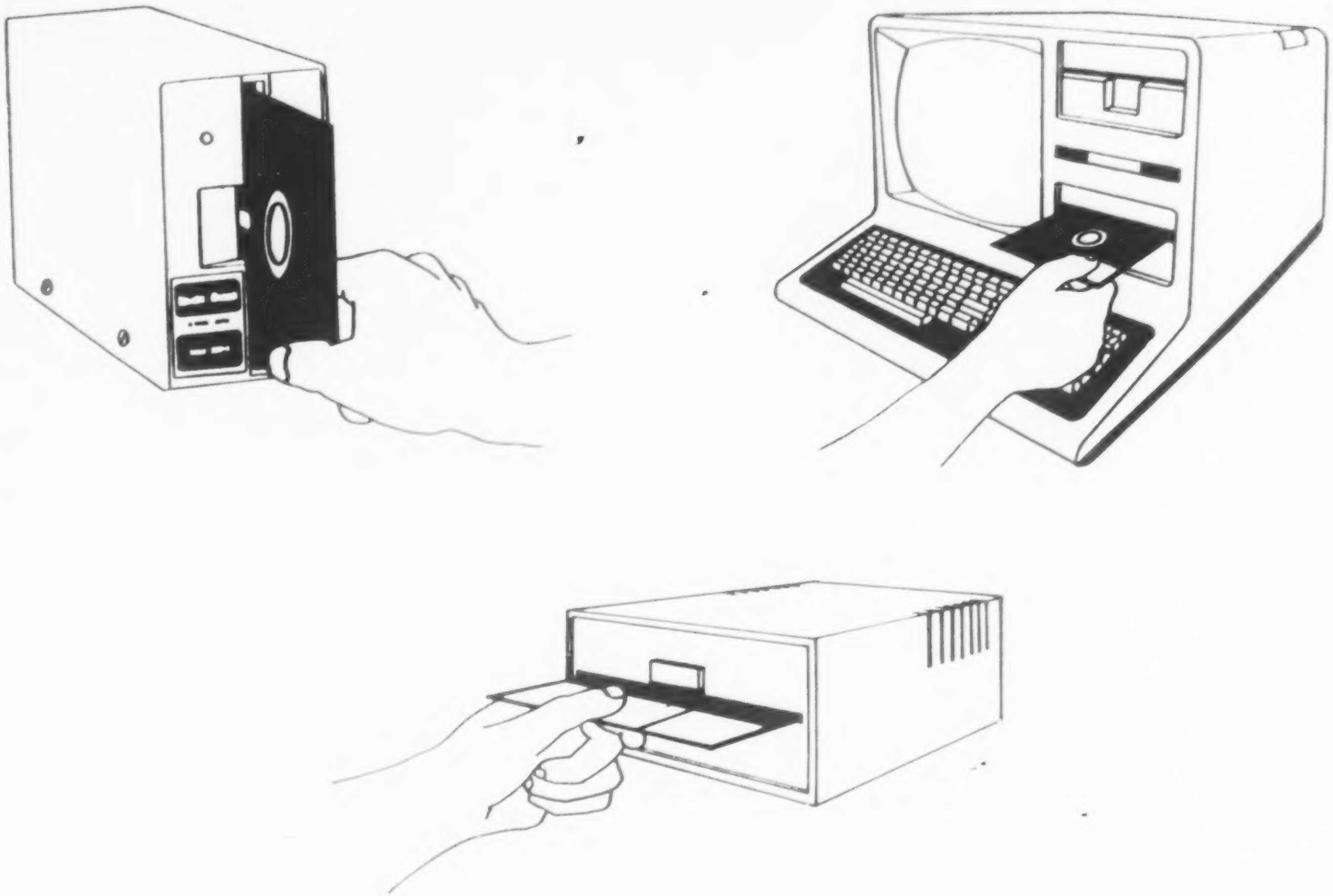


Use Only Felt Tip Pen on Jacket

Courtesy of MAVCC

TM 9

Inserting a Floppy Diskette

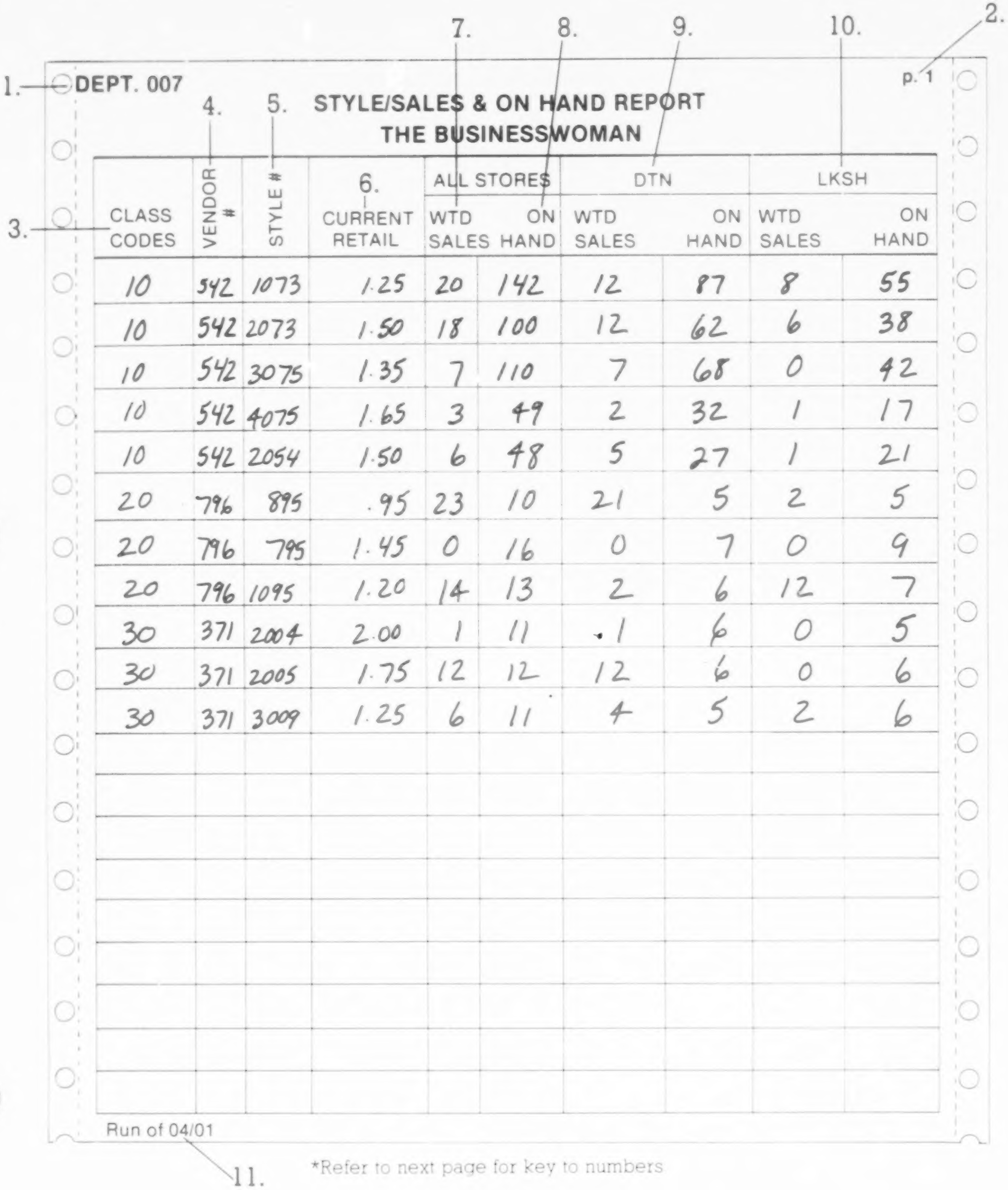


Courtesy of MAVCC

TM 10

TM 11

Style/Sales and On Hand Report*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DEPT. 007

p. 1

STYLE/SALES & ON HAND REPORT
THE BUSINESSWOMAN

CLASS CODES	VENDOR #	STYLE #	CURRENT RETAIL	ALL STORES		DTN		LKSH	
				WTD SALES	ON HAND	WTD SALES	ON HAND	WTD SALES	ON HAND
10	542	1073	1.25	20	142	12	87	8	55
10	542	2073	1.50	18	100	12	62	6	38
10	542	3075	1.35	7	110	7	68	0	42
10	542	4075	1.65	3	49	2	32	1	17
10	542	2054	1.50	6	48	5	27	1	21
20	796	895	.95	23	10	21	5	2	5
20	796	795	1.45	0	16	0	7	0	9
20	796	1095	1.20	14	13	2	6	12	7
30	371	2004	2.00	1	11	1	6	0	5
30	371	2005	1.75	12	12	12	6	0	6
30	371	3009	1.25	6	11	4	5	2	6

Run of 04/01

*Refer to next page for key to numbers

DEMONSTRATING MATH SKILLS

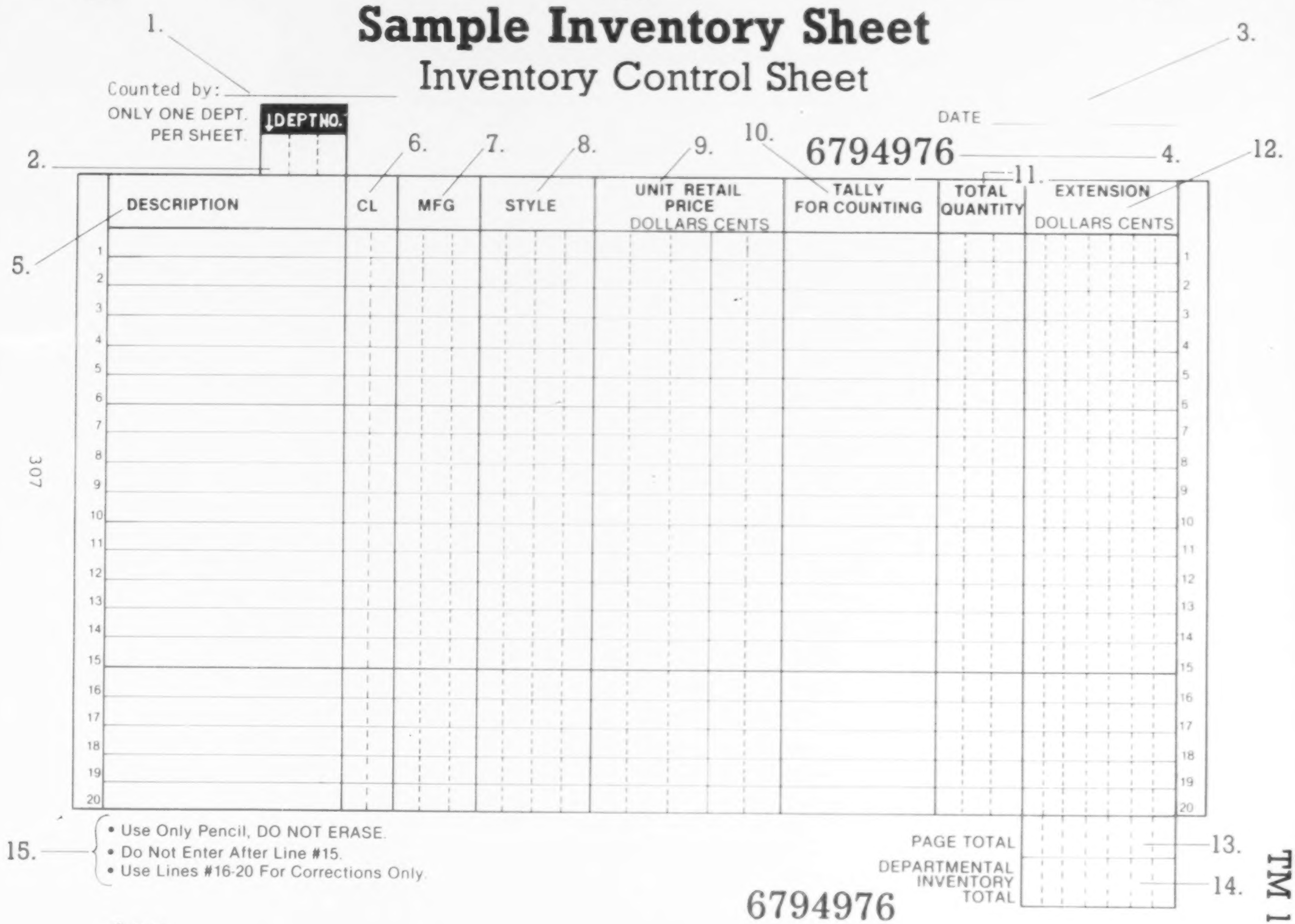
Transparency Master 11--Key

Key to Numbers on Style/Sales and On Hand Report

1. Department number.
2. Page number of specific report.
3. Classification code number assigned to merchandise of a given type or use--does not take into account style, color, size, or price.
4. Vendor number is assigned by store or company.
5. Different style numbers are assigned to items/articles that are in some way different from other items/articles of the same classification.
6. Current retail price of single item of merchandise.
7. Week-to-date sales: the number of items sold since a week from date of report.
8. The number of items on hand in the store (inventory).
9. Downtown branch store figures.
10. Lakeshore branch store figures.
11. Date of release for this report. Figures are representative of the last seven days from April 1.

Sample Inventory Sheet

Inventory Control Sheet


1.
2.
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Counted by: ______

ONLY ONE DEPT. PER SHEET. **↓DEPT NO.**

DATE ______

6794976

	DESCRIPTION	CL	MFG	STYLE	UNIT RETAIL PRICE DOLLARS CENTS	TALLY FOR COUNTING	TOTAL QUANTITY	EXTENSION DOLLARS CENTS	
1									1
2									2
3									3
4									4
5									5
6									6
7									7
8									8
9									9
10									10
11									11
12									12
13									13
14									14
15									15
16									16
17									17
18									18
19									19
20									20

- Use Only Pencil, DO NOT ERASE.
- Do Not Enter After Line #15.
- Use Lines #16-20 For Corrections Only.

PAGE TOTAL	
DEPARTMENTAL INVENTORY TOTAL	

6794976

DEMONSTRATING MATH SKILLS

Transparency Master 12--Key

Key to Numbers on Inventory Control Sheet

1. The person counting the inventory fills in his/her name or initials.
2. Each department will have a different number. Use a separate sheet for each different department.
3. The date the inventory was counted.
4. Preprinted inventory control number. Each sheet must be accounted for, so no sheets may be destroyed.
5. A brief description of the item. Abbreviations may be agreed upon prior to doing the inventory.
6. Classification--a code number assigned to merchandise of a given type or use--does not take into account style, color, size, or price.
7. Manufacturer--a number assigned by the store or company.
8. A number assigned to distinguish items/articles that are in some way different from other items/articles of the same classification.
9. The regular retail selling price of a single item of merchandise is written here.
10. Tally marks indicate the number of items counted.
11. When counting merchandise is completed, tally marks are counted and the number written here.
12. Multiply Unit Price by Total Quantity and record the amount here.
13. Total of everything recorded in columns 1 through 20.
14. If department items required more than one sheet, total of all figures recorded in 13 is written here on the last sheet only.
15. General directions for completing form.

DEMONSTRATING MATH SKILLS

UNIT IV

HANDOUT 1--SAMPLE SALES TAX CHART
(Not to be Used for Official Business)

SAMPLE

6.675%

OPTIONAL
MISSOURI SALES/USE TAX FORMULA
MISSOURI DEPARTMENT OF REVENUE
OCTOBER 1989

4 1/8 % State
1/8 % Conservation
1/10 % Parks & Soils
2.250 % Local Taxes

Sale	Tax	Sale	Tax	Sale	Tax	Sale	Tax	Sale	Tax
$0.00 - 0.07	0.00	14.91 - 15.05	1.00	29.89 - 30.03	2.00	44.87 - 45.01	3.00	59.86 - 59.99	4.00
0.08 - 0.22	0.01	15.06 - 15.20	1.01	30.04 - 30.18	2.01	45.02 - 45.16	3.01	60.00 - 60.14	4.01
0.23 - 0.37	0.02	15.21 - 15.35	1.02	30.19 - 30.33	2.02	45.17 - 45.31	3.02	60.15 - 60.29	4.02
0.38 - 0.52	0.03	15.36 - 15.50	1.03	30.34 - 30.48	2.03	45.32 - 45.46	3.03	60.30 - 60.44	4.03
0.53 - 0.67	0.04	15.51 - 15.65	1.04	30.49 - 30.63	2.04	45.47 - 45.61	3.04	60.45 - 60.59	4.04
0.68 - 0.82	0.05	15.66 - 15.80	1.05	30.64 - 30.78	2.05	45.62 - 45.76	3.05	60.60 - 60.74	4.05
0.83 - 0.97	0.06	15.81 - 15.95	1.06	30.79 - 30.93	2.06	45.77 - 45.91	3.06	60.75 - 60.89	4.06
0.98 - 1.12	0.07	15.96 - 16.10	1.07	30.94 - 31.08	2.07	45.92 - 46.06	3.07	60.90 - 61.04	4.07
1.13 - 1.27	0.08	16.11 - 16.25	1.08	31.09 - 31.23	2.08	46.07 - 46.21	3.08	61.05 - 61.19	4.08
1.28 - 1.42	0.09	16.26 - 16.40	1.09	31.24 - 31.38	2.09	46.22 - 46.36	3.09	61.20 - 61.34	4.09
1.43 - 1.57	0.10	16.41 - 16.55	1.10	31.39 - 31.53	2.10	46.37 - 46.51	3.10	61.35 - 61.49	4.10
1.58 - 1.72	0.11	16.56 - 16.70	1.11	31.54 - 31.68	2.11	46.52 - 46.66	3.11	61.50 - 61.64	4.11
1.73 - 1.87	0.12	16.71 - 16.85	1.12	31.69 - 31.83	2.12	46.67 - 46.81	3.12	61.65 - 61.79	4.12
1.88 - 2.02	0.13	16.86 - 17.00	1.13	31.84 - 31.98	2.13	46.82 - 46.96	3.13	61.80 - 61.94	4.13
2.03 - 2.17	0.14	17.01 - 17.15	1.14	31.99 - 32.13	2.14	46.97 - 47.11	3.14	61.95 - 62.09	4.14
2.18 - 2.32	0.15	17.16 - 17.30	1.15	32.14 - 32.28	2.15	47.12 - 47.26	3.15	62.10 - 62.24	4.15
2.33 - 2.47	0.16	17.31 - 17.45	1.16	32.29 - 32.43	2.16	47.27 - 47.41	3.16	62.25 - 62.39	4.16
2.48 - 2.62	0.17	17.46 - 17.60	1.17	32.44 - 32.58	2.17	47.42 - 47.56	3.17	62.40 - 62.54	4.17
2.63 - 2.77	0.18	17.61 - 17.75	1.18	32.59 - 32.73	2.18	47.57 - 47.71	3.18	62.55 - 62.69	4.18
2.78 - 2.92	0.19	17.76 - 17.90	1.19	32.74 - 32.88	2.19	47.72 - 47.86	3.19	62.70 - 62.84	4.19
2.93 - 3.07	0.20	17.91 - 18.05	1.20	32.89 - 33.03	2.20	47.87 - 48.01	3.20	62.85 - 62.99	4.20
3.08 - 3.22	0.21	18.06 - 18.20	1.21	33.04 - 33.18	2.21	48.02 - 48.16	3.21	63.00 - 63.14	4.21
3.23 - 3.37	0.22	18.21 - 18.35	1.22	33.19 - 33.33	2.22	48.17 - 48.31	3.22	63.15 - 63.29	4.22
3.38 - 3.52	0.23	18.36 - 18.50	1.23	33.34 - 33.48	2.23	48.32 - 48.46	3.23	63.30 - 63.44	4.23
3.53 - 3.67	0.24	18.51 - 18.65	1.24	33.49 - 33.63	2.24	48.47 - 48.61	3.24	63.45 - 63.59	4.24
3.68 - 3.82	0.25	18.66 - 18.80	1.25	33.64 - 33.78	2.25	48.62 - 48.76	3.25	63.60 - 63.74	4.25
3.83 - 3.97	0.26	18.81 - 18.95	1.26	33.79 - 33.93	2.26	48.77 - 48.91	3.26	63.75 - 63.89	4.26
3.98 - 4.11	0.27	18.96 - 19.10	1.27	33.94 - 34.08	2.27	48.92 - 49.06	3.27	63.90 - 64.04	4.27
4.12 - 4.26	0.28	19.11 - 19.25	1.28	34.09 - 34.23	2.28	49.07 - 49.21	3.28	64.05 - 64.19	4.28
4.27 - 4.41	0.29	19.26 - 19.40	1.29	34.24 - 34.38	2.29	49.22 - 49.36	3.29	64.20 - 64.34	4.29
4.42 - 4.56	0.30	19.41 - 19.55	1.30	34.39 - 34.53	2.30	49.37 - 49.51	3.30	64.35 - 64.49	4.30
4.57 - 4.71	0.31	19.56 - 19.70	1.31	34.54 - 34.68	2.31	49.52 - 49.66	3.31	64.50 - 64.64	4.31
4.72 - 4.86	0.32	19.71 - 19.85	1.32	34.69 - 34.83	2.32	49.67 - 49.81	3.32	64.65 - 64.79	4.32
4.87 - 5.01	0.33	19.86 - 19.99	1.33	34.84 - 34.98	2.33	49.82 - 49.96	3.33	64.80 - 64.94	4.33
5.02 - 5.16	0.34	20.00 - 20.14	1.34	34.99 - 35.13	2.34	49.97 - 50.11	3.34	64.95 - 65.09	4.34
5.17 - 5.31	0.35	20.15 - 20.29	1.35	35.14 - 35.28	2.35	50.12 - 50.26	3.35	65.10 - 65.24	4.35
5.32 - 5.46	0.36	20.30 - 20.44	1.36	35.29 - 35.43	2.36	50.27 - 50.41	3.36	65.25 - 65.39	4.36
5.47 - 5.61	0.37	20.45 - 20.59	1.37	35.44 - 35.58	2.37	50.42 - 50.56	3.37	65.40 - 65.54	4.37
5.62 - 5.76	0.38	20.60 - 20.74	1.38	35.59 - 35.73	2.38	50.57 - 50.71	3.38	65.55 - 65.69	4.38
5.77 - 5.91	0.39	20.75 - 20.89	1.39	35.74 - 35.88	2.39	50.72 - 50.86	3.39	65.70 - 65.84	4.39
5.92 - 6.06	0.40	20.90 - 21.04	1.40	35.89 - 36.02	2.40	50.87 - 51.01	3.40	65.85 - 65.99	4.40
6.07 - 6.21	0.41	21.05 - 21.19	1.41	36.03 - 36.17	2.41	51.02 - 51.16	3.41	66.00 - 66.14	4.41
6.22 - 6.36	0.42	21.20 - 21.34	1.42	36.18 - 36.32	2.42	51.17 - 51.31	3.42	66.15 - 66.29	4.42
6.37 - 6.51	0.43	21.35 - 21.49	1.43	36.33 - 36.47	2.43	51.32 - 51.46	3.43	66.30 - 66.44	4.43
6.52 - 6.66	0.44	21.50 - 21.64	1.44	36.48 - 36.62	2.44	51.47 - 51.61	3.44	66.45 - 66.59	4.44
6.67 - 6.81	0.45	21.65 - 21.79	1.45	36.63 - 36.77	2.45	51.62 - 51.76	3.45	66.60 - 66.74	4.45
6.82 - 6.96	0.46	21.80 - 21.94	1.46	36.78 - 36.92	2.46	51.77 - 51.91	3.46	66.75 - 66.89	4.46
6.97 - 7.11	0.47	21.95 - 22.09	1.47	36.93 - 37.07	2.47	51.92 - 52.05	3.47	66.90 - 67.04	4.47
7.12 - 7.26	0.48	22.10 - 22.24	1.48	37.08 - 37.22	2.48	52.06 - 52.20	3.48	67.05 - 67.19	4.48
7.27 - 7.41	0.49	22.25 - 22.39	1.49	37.23 - 37.37	2.49	52.21 - 52.35	3.49	67.20 - 67.34	4.49
7.42 - 7.56	0.50	22.40 - 22.54	1.50	37.38 - 37.52	2.50	52.36 - 52.50	3.50	67.35 - 67.49	4.50
7.57 - 7.71	0.51	22.55 - 22.69	1.51	37.53 - 37.67	2.51	52.51 - 52.65	3.51	67.50 - 67.64	4.51
7.72 - 7.86	0.52	22.70 - 22.84	1.52	37.68 - 37.82	2.52	52.66 - 52.80	3.52	67.65 - 67.79	4.52
7.87 - 8.01	0.53	22.85 - 22.99	1.53	37.83 - 37.97	2.53	52.81 - 52.95	3.53	67.80 - 67.94	4.53
8.02 - 8.16	0.54	23.00 - 23.14	1.54	37.98 - 38.12	2.54	52.96 - 53.10	3.54	67.95 - 68.08	4.54
8.17 - 8.31	0.55	23.15 - 23.29	1.55	38.13 - 38.27	2.55	53.11 - 53.25	3.55	68.09 - 68.23	4.55
8.32 - 8.46	0.56	23.30 - 23.44	1.56	38.28 - 38.42	2.56	53.26 - 53.40	3.56	68.24 - 68.38	4.56
8.47 - 8.61	0.57	23.45 - 23.59	1.57	38.43 - 38.57	2.57	53.41 - 53.55	3.57	68.39 - 68.53	4.57
8.62 - 8.76	0.58	23.60 - 23.74	1.58	38.58 - 38.72	2.58	53.56 - 53.70	3.58	68.54 - 68.68	4.58
8.77 - 8.91	0.59	23.75 - 23.89	1.59	38.73 - 38.87	2.59	53.71 - 53.85	3.59	68.69 - 68.83	4.59
8.92 - 9.06	0.60	23.90 - 24.04	1.60	38.88 - 39.02	2.60	53.86 - 54.00	3.60	68.84 - 68.98	4.60
9.07 - 9.21	0.61	24.05 - 24.19	1.61	39.03 - 39.17	2.61	54.01 - 54.15	3.61	68.99 - 69.13	4.61
9.22 - 9.36	0.62	24.20 - 24.34	1.62	39.18 - 39.32	2.62	54.16 - 54.30	3.62	69.14 - 69.28	4.62
9.37 - 9.51	0.63	24.35 - 24.49	1.63	39.33 - 39.47	2.63	54.31 - 54.45	3.63	69.29 - 69.43	4.63
9.52 - 9.66	0.64	24.50 - 24.64	1.64	39.48 - 39.62	2.64	54.46 - 54.60	3.64	69.44 - 69.58	4.64
9.67 - 9.81	0.65	24.65 - 24.79	1.65	39.63 - 39.77	2.65	54.61 - 54.75	3.65	69.59 - 69.73	4.65
9.82 - 9.96	0.66	24.80 - 24.94	1.66	39.78 - 39.92	2.66	54.76 - 54.90	3.66	69.74 - 69.88	4.66
9.97 - 10.11	0.67	24.95 - 25.09	1.67	39.93 - 40.07	2.67	54.91 - 55.05	3.67	69.89 - 70.03	4.67
10.12 - 10.26	0.68	25.10 - 25.24	1.68	40.08 - 40.22	2.68	55.06 - 55.20	3.68	70.04 - 70.18	4.68
10.27 - 10.41	0.69	25.25 - 25.39	1.69	40.23 - 40.37	2.69	55.21 - 55.35	3.69	70.19 - 70.33	4.69
10.42 - 10.56	0.70	25.40 - 25.54	1.70	40.38 - 40.52	2.70	55.36 - 55.50	3.70	70.34 - 70.48	4.70
10.57 - 10.71	0.71	25.55 - 25.69	1.71	40.53 - 40.67	2.71	55.51 - 55.65	3.71	70.49 - 70.63	4.71
10.72 - 10.86	0.72	25.70 - 25.84	1.72	40.68 - 40.82	2.72	55.66 - 55.80	3.72	70.64 - 70.78	4.72
10.87 - 11.01	0.73	25.85 - 25.99	1.73	40.83 - 40.97	2.73	55.81 - 55.95	3.73	70.79 - 70.93	4.73
11.02 - 11.16	0.74	26.00 - 26.14	1.74	40.98 - 41.12	2.74	55.96 - 56.10	3.74	70.94 - 71.08	4.74
11.17 - 11.31	0.75	26.15 - 26.29	1.75	41.13 - 41.27	2.75	56.11 - 56.25	3.75	71.09 - 71.23	4.75
11.32 - 11.46	0.76	26.30 - 26.44	1.76	41.28 - 41.42	2.76	56.26 - 56.40	3.76	71.24 - 71.38	4.76
11.47 - 11.61	0.77	26.45 - 26.59	1.77	41.43 - 41.57	2.77	56.41 - 56.55	3.77	71.39 - 71.53	4.77
11.62 - 11.76	0.78	26.60 - 26.74	1.78	41.58 - 41.72	2.78	56.56 - 56.70	3.78	71.54 - 71.68	4.78
11.77 - 11.91	0.79	26.75 - 26.89	1.79	41.73 - 41.87	2.79	56.71 - 56.85	3.79	71.69 - 71.83	4.79
11.92 - 12.05	0.80	26.90 - 27.04	1.80	41.88 - 42.02	2.80	56.86 - 57.00	3.80	71.84 - 71.98	4.80
12.06 - 12.20	0.81	27.05 - 27.19	1.81	42.03 - 42.17	2.81	57.01 - 57.15	3.81	71.99 - 72.13	4.81
12.21 - 12.35	0.82	27.20 - 27.34	1.82	42.18 - 42.32	2.82	57.16 - 57.30	3.82	72.14 - 72.28	4.82
12.36 - 12.50	0.83	27.35 - 27.49	1.83	42.33 - 42.47	2.83	57.31 - 57.45	3.83	72.29 - 72.43	4.83
12.51 - 12.65	0.84	27.50 - 27.64	1.84	42.48 - 42.62	2.84	57.46 - 57.60	3.84	72.44 - 72.58	4.84
12.66 - 12.80	0.85	27.65 - 27.79	1.85	42.63 - 42.77	2.85	57.61 - 57.75	3.85	72.59 - 72.73	4.85
12.81 - 12.95	0.86	27.80 - 27.94	1.86	42.78 - 42.92	2.86	57.76 - 57.90	3.86	72.74 - 72.88	4.86
12.96 - 13.10	0.87	27.95 - 28.08	1.87	42.93 - 43.07	2.87	57.91 - 58.05	3.87	72.89 - 73.03	4.87
13.11 - 13.25	0.88	28.09 - 28.23	1.88	43.08 - 43.22	2.88	58.06 - 58.20	3.88	73.04 - 73.18	4.88
13.26 - 13.40	0.89	28.24 - 28.38	1.89	43.23 - 43.37	2.89	58.21 - 58.35	3.89	73.19 - 73.33	4.89
13.41 - 13.55	0.90	28.39 - 28.53	1.90	43.38 - 43.52	2.90	58.36 - 58.50	3.90	73.34 - 73.48	4.90
13.56 - 13.70	0.91	28.54 - 28.68	1.91	43.53 - 43.67	2.91	58.51 - 58.65	3.91	73.49 - 73.63	4.91
13.71 - 13.85	0.92	28.69 - 28.83	1.92	43.68 - 43.82	2.92	58.66 - 58.80	3.92	73.64 - 73.78	4.92
13.86 - 14.00	0.93	28.84 - 28.98	1.93	43.83 - 43.97	2.93	58.81 - 58.95	3.93	73.79 - 73.93	4.93
14.01 - 14.15	0.94	28.99 - 29.13	1.94	43.98 - 44.11	2.94	58.96 - 59.10	3.94	73.94 - 74.08	4.94
14.16 - 14.30	0.95	29.14 - 29.28	1.95	44.12 - 44.26	2.95	59.11 - 59.25	3.95	74.09 - 74.23	4.95
14.31 - 14.45	0.96	29.29 - 29.43	1.96	44.27 - 44.41	2.96	59.26 - 59.40	3.96	74.24 - 74.38	4.96
14.46 - 14.60	0.97	29.44 - 29.58	1.97	44.42 - 44.56	2.97	59.41 - 59.55	3.97	74.39 - 74.53	4.97
14.61 - 14.75	0.98	29.59 - 29.73	1.98	44.57 - 44.71	2.98	59.56 - 59.70	3.98	74.54 - 74.68	4.98
14.76 - 14.90	0.99	29.74 - 29.88	1.99	44.72 - 44.86	2.99	59.71 - 59.85	3.99	74.69 - 74.83	4.99

6.675%

OPTIONAL
MISSOURI SALES/USE TAX FORMULA
MISSOURI DEPARTMENT OF REVENUE
OCTOBER 1989

4 1/8 % State
1/8 % Conservation
1/10 % Parks & Soils
2.250 % Local Taxes

Sale	Tax	Sale	Tax	Sale	Tax	Sale	Tax	Sale	Tax
74.84 - 74.98	5.00	89.82 - 89.96	6.00	104.80 - 104.94	7.00	119.78 - 119.92	8.00	134.76 - 134.90	9.00
74.99 - 75.13	5.01	89.97 - 90.11	6.01	104.95 - 105.09	7.01	119.93 - 120.07	8.01	134.91 - 135.05	9.01
75.14 - 75.28	5.02	90.12 - 90.26	6.02	105.10 - 105.24	7.02	120.08 - 120.22	8.02	135.06 - 135.20	9.02
75.29 - 75.43	5.03	90.27 - 90.41	6.03	105.25 - 105.39	7.03	120.23 - 120.37	8.03	135.21 - 135.35	9.03
75.44 - 75.58	5.04	90.42 - 90.56	6.04	105.40 - 105.54	7.04	120.38 - 120.52	8.04	135.36 - 135.50	9.04
75.59 - 75.73	5.05	90.57 - 90.71	6.05	105.55 - 105.69	7.05	120.53 - 120.67	8.05	135.51 - 135.65	9.05
75.74 - 75.88	5.06	90.72 - 90.86	6.06	105.70 - 105.84	7.06	120.68 - 120.82	8.06	135.66 - 135.80	9.06
75.89 - 76.02	5.07	90.87 - 91.01	6.07	105.85 - 105.99	7.07	120.83 - 120.97	8.07	135.81 - 135.95	9.07
76.03 - 76.17	5.08	91.02 - 91.16	6.08	106.00 - 106.14	7.08	120.98 - 121.12	8.08	135.96 - 136.10	9.08
76.18 - 76.32	5.09	91.17 - 91.31	6.09	106.15 - 106.29	7.09	121.13 - 121.27	8.09	136.11 - 136.25	9.09
76.33 - 76.47	5.10	91.32 - 91.46	6.10	106.30 - 106.44	7.10	121.28 - 121.42	8.10	136.26 - 136.40	9.10
76.48 - 76.62	5.11	91.47 - 91.61	6.11	106.45 - 106.59	7.11	121.43 - 121.57	8.11	136.41 - 136.55	9.11
76.63 - 76.77	5.12	91.62 - 91.76	6.12	106.60 - 106.74	7.12	121.58 - 121.72	8.12	136.56 - 136.70	9.12
76.78 - 76.92	5.13	91.77 - 91.91	6.13	106.75 - 106.89	7.13	121.73 - 121.87	8.13	136.71 - 136.85	9.13
76.93 - 77.07	5.14	91.92 - 92.05	6.14	106.90 - 107.04	7.14	121.88 - 122.02	8.14	136.86 - 137.00	9.14
77.08 - 77.22	5.15	92.06 - 92.20	6.15	107.05 - 107.19	7.15	122.03 - 122.17	8.15	137.01 - 137.15	9.15
77.23 - 77.37	5.16	92.21 - 92.35	6.16	107.20 - 107.34	7.16	122.18 - 122.32	8.16	137.16 - 137.30	9.16
77.38 - 77.52	5.17	92.36 - 92.50	6.17	107.35 - 107.49	7.17	122.33 - 122.47	8.17	137.31 - 137.45	9.17
77.53 - 77.67	5.18	92.51 - 92.65	6.18	107.50 - 107.64	7.18	122.48 - 122.62	8.18	137.46 - 137.60	9.18
77.68 - 77.82	5.19	92.66 - 92.80	6.19	107.65 - 107.79	7.19	122.63 - 122.77	8.19	137.61 - 137.75	9.19
77.83 - 77.97	5.20	92.81 - 92.95	6.20	107.80 - 107.94	7.20	122.78 - 122.92	8.20	137.76 - 137.90	9.20
77.98 - 78.12	5.21	92.96 - 93.10	6.21	107.95 - 108.08	7.21	122.93 - 123.07	8.21	137.91 - 138.05	9.21
78.13 - 78.27	5.22	93.11 - 93.25	6.22	108.09 - 108.23	7.22	123.08 - 123.22	8.22	138.06 - 138.20	9.22
78.28 - 78.42	5.23	93.26 - 93.40	6.23	108.24 - 108.38	7.23	123.23 - 123.37	8.23	138.21 - 138.35	9.23
78.43 - 78.57	5.24	93.41 - 93.55	6.24	108.39 - 108.53	7.24	123.38 - 123.52	8.24	138.36 - 138.50	9.24
78.58 - 78.72	5.25	93.56 - 93.70	6.25	108.54 - 108.68	7.25	123.53 - 123.67	8.25	138.51 - 138.65	9.25
78.73 - 78.87	5.26	93.71 - 93.85	6.26	108.69 - 108.83	7.26	123.68 - 123.82	8.26	138.66 - 138.80	9.26
78.88 - 79.02	5.27	93.86 - 94.00	6.27	108.84 - 108.98	7.27	123.83 - 123.97	8.27	138.81 - 138.95	9.27
79.03 - 79.17	5.28	94.01 - 94.15	6.28	108.99 - 109.13	7.28	123.98 - 124.11	8.28	138.96 - 139.10	9.28
79.18 - 79.32	5.29	94.16 - 94.30	6.29	109.14 - 109.28	7.29	124.12 - 124.26	8.29	139.11 - 139.25	9.29
79.33 - 79.47	5.30	94.31 - 94.45	6.30	109.29 - 109.43	7.30	124.27 - 124.41	8.30	139.26 - 139.40	9.30
79.48 - 79.62	5.31	94.46 - 94.60	6.31	109.44 - 109.58	7.31	124.42 - 124.56	8.31	139.41 - 139.55	9.31
79.63 - 79.77	5.32	94.61 - 94.75	6.32	109.59 - 109.73	7.32	124.57 - 124.71	8.32	139.56 - 139.70	9.32
79.78 - 79.92	5.33	94.76 - 94.90	6.33	109.74 - 109.88	7.33	124.72 - 124.86	8.33	139.71 - 139.85	9.33
79.93 - 80.07	5.34	94.91 - 95.05	6.34	109.89 - 110.03	7.34	124.87 - 125.01	8.34	139.86 - 139.99	9.34
80.08 - 80.22	5.35	95.06 - 95.20	6.35	110.04 - 110.18	7.35	125.02 - 125.16	8.35	140.00 - 140.14	9.35
80.23 - 80.37	5.36	95.21 - 95.35	6.36	110.19 - 110.33	7.36	125.17 - 125.31	8.36	140.15 - 140.29	9.36
80.38 - 80.52	5.37	95.36 - 95.50	6.37	110.34 - 110.48	7.37	125.32 - 125.46	8.37	140.30 - 140.44	9.37
80.53 - 80.67	5.38	95.51 - 95.65	6.38	110.49 - 110.63	7.38	125.47 - 125.61	8.38	140.45 - 140.59	9.38
80.68 - 80.82	5.39	95.66 - 95.80	6.39	110.64 - 110.78	7.39	125.62 - 125.76	8.39	140.60 - 140.74	9.39
80.83 - 80.97	5.40	95.81 - 95.95	6.40	110.79 - 110.93	7.40	125.77 - 125.91	8.40	140.75 - 140.89	9.40
80.98 - 81.12	5.41	95.96 - 96.10	6.41	110.94 - 111.08	7.41	125.92 - 126.06	8.41	140.90 - 141.04	9.41
81.13 - 81.27	5.42	96.11 - 96.25	6.42	111.09 - 111.23	7.42	126.07 - 126.21	8.42	141.05 - 141.19	9.42
81.28 - 81.42	5.43	96.26 - 96.40	6.43	111.24 - 111.38	7.43	126.22 - 126.36	8.43	141.20 - 141.34	9.43
81.43 - 81.57	5.44	96.41 - 96.55	6.44	111.39 - 111.53	7.44	126.37 - 126.51	8.44	141.35 - 141.49	9.44
81.58 - 81.72	5.45	96.56 - 96.70	6.45	111.54 - 111.68	7.45	126.52 - 126.66	8.45	141.50 - 141.64	9.45
81.73 - 81.87	5.46	96.71 - 96.85	6.46	111.69 - 111.83	7.46	126.67 - 126.81	8.46	141.65 - 141.79	9.46
81.88 - 82.02	5.47	96.86 - 97.00	6.47	111.84 - 111.98	7.47	126.82 - 126.96	8.47	141.80 - 141.94	9.47
82.03 - 82.17	5.48	97.01 - 97.15	6.48	111.99 - 112.13	7.48	126.97 - 127.11	8.48	141.95 - 142.09	9.48
82.18 - 82.32	5.49	97.16 - 97.30	6.49	112.14 - 112.28	7.49	127.12 - 127.26	8.49	142.10 - 142.24	9.49
82.33 - 82.47	5.50	97.31 - 97.45	6.50	112.29 - 112.43	7.50	127.27 - 127.41	8.50	142.25 - 142.39	9.50
82.48 - 82.62	5.51	97.46 - 97.60	6.51	112.44 - 112.58	7.51	127.42 - 127.56	8.51	142.40 - 142.54	9.51
82.63 - 82.77	5.52	97.61 - 97.75	6.52	112.59 - 112.73	7.52	127.57 - 127.71	8.52	142.55 - 142.69	9.52
82.78 - 82.92	5.53	97.76 - 97.90	6.53	112.74 - 112.88	7.53	127.72 - 127.86	8.53	142.70 - 142.84	9.53
82.93 - 83.07	5.54	97.91 - 98.05	6.54	112.89 - 113.03	7.54	127.87 - 128.01	8.54	142.85 - 142.99	9.54
83.08 - 83.22	5.55	98.06 - 98.20	6.55	113.04 - 113.18	7.55	128.02 - 128.16	8.55	143.00 - 143.14	9.55
83.23 - 83.37	5.56	98.21 - 98.35	6.56	113.19 - 113.33	7.56	128.17 - 128.31	8.56	143.15 - 143.29	9.56
83.38 - 83.52	5.57	98.36 - 98.50	6.57	113.34 - 113.48	7.57	128.32 - 128.46	8.57	143.30 - 143.44	9.57
83.53 - 83.67	5.58	98.51 - 98.65	6.58	113.49 - 113.63	7.58	128.47 - 128.61	8.58	143.45 - 143.59	9.58
83.68 - 83.82	5.59	98.66 - 98.80	6.59	113.64 - 113.78	7.59	128.62 - 128.76	8.59	143.60 - 143.74	9.59
83.83 - 83.97	5.60	98.81 - 98.95	6.60	113.79 - 113.93	7.60	128.77 - 128.91	8.60	143.75 - 143.89	9.60
83.98 - 84.11	5.61	98.96 - 99.10	6.61	113.94 - 114.08	7.61	128.92 - 129.06	8.61	143.90 - 144.04	9.61
84.12 - 84.26	5.62	99.11 - 99.25	6.62	114.09 - 114.23	7.62	129.07 - 129.21	8.62	144.05 - 144.19	9.62
84.27 - 84.41	5.63	99.26 - 99.40	6.63	114.24 - 114.38	7.63	129.22 - 129.36	8.63	144.20 - 144.34	9.63
84.42 - 84.56	5.64	99.41 - 99.55	6.64	114.39 - 114.53	7.64	129.37 - 129.51	8.64	144.35 - 144.49	9.64
84.57 - 84.71	5.65	99.56 - 99.70	6.65	114.54 - 114.68	7.65	129.52 - 129.66	8.65	144.50 - 144.64	9.65
84.72 - 84.86	5.66	99.71 - 99.85	6.66	114.69 - 114.83	7.66	129.67 - 129.81	8.66	144.65 - 144.79	9.66
84.87 - 85.01	5.67	99.86 - 99.99	6.67	114.84 - 114.98	7.67	129.82 - 129.96	8.67	144.80 - 144.94	9.67
85.02 - 85.16	5.68	100.00 - 100.14	6.68	114.99 - 115.13	7.68	129.97 - 130.11	8.68	144.95 - 145.09	9.68
85.17 - 85.31	5.69	100.15 - 100.29	6.69	115.14 - 115.28	7.69	130.12 - 130.26	8.69	145.10 - 145.24	9.69
85.32 - 85.46	5.70	100.30 - 100.44	6.70	115.29 - 115.43	7.70	130.27 - 130.41	8.70	145.25 - 145.39	9.70
85.47 - 85.61	5.71	100.45 - 100.59	6.71	115.44 - 115.58	7.71	130.42 - 130.56	8.71	145.40 - 145.54	9.71
85.62 - 85.76	5.72	100.60 - 100.74	6.72	115.59 - 115.73	7.72	130.57 - 130.71	8.72	145.55 - 145.69	9.72
85.77 - 85.91	5.73	100.75 - 100.89	6.73	115.74 - 115.88	7.73	130.72 - 130.86	8.73	145.70 - 145.84	9.73
85.92 - 86.06	5.74	100.90 - 101.04	6.74	115.89 - 116.02	7.74	130.87 - 131.01	8.74	145.85 - 145.99	9.74
86.07 - 86.21	5.75	101.05 - 101.19	6.75	116.03 - 116.17	7.75	131.02 - 131.16	8.75	146.00 - 146.14	9.75
86.22 - 86.36	5.76	101.20 - 101.34	6.76	116.18 - 116.32	7.76	131.17 - 131.31	8.76	146.15 - 146.29	9.76
86.37 - 86.51	5.77	101.35 - 101.49	6.77	116.33 - 116.47	7.77	131.32 - 131.46	8.77	146.30 - 146.44	9.77
86.52 - 86.66	5.78	101.50 - 101.64	6.78	116.48 - 116.62	7.78	131.47 - 131.61	8.78	146.45 - 146.59	9.78
86.67 - 86.81	5.79	101.65 - 101.79	6.79	116.63 - 116.77	7.79	131.62 - 131.76	8.79	146.60 - 146.74	9.79
86.82 - 86.96	5.80	101.80 - 101.94	6.80	116.78 - 116.92	7.80	131.77 - 131.91	8.80	146.75 - 146.89	9.80
86.97 - 87.11	5.81	101.95 - 102.09	6.81	116.93 - 117.07	7.81	131.92 - 132.05	8.81	146.90 - 147.04	9.81
87.12 - 87.26	5.82	102.10 - 102.24	6.82	117.08 - 117.22	7.82	132.06 - 132.20	8.82	147.05 - 147.19	9.82
87.27 - 87.41	5.83	102.25 - 102.39	6.83	117.23 - 117.37	7.83	132.21 - 132.35	8.83	147.20 - 147.34	9.83
87.42 - 87.56	5.84	102.40 - 102.54	6.84	117.38 - 117.52	7.84	132.36 - 132.50	8.84	147.35 - 147.49	9.84
87.57 - 87.71	5.85	102.55 - 102.69	6.85	117.53 - 117.67	7.85	132.51 - 132.65	8.85	147.50 - 147.64	9.85
87.72 - 87.86	5.86	102.70 - 102.84	6.86	117.68 - 117.82	7.86	132.66 - 132.80	8.86	147.65 - 147.79	9.86
87.87 - 88.01	5.87	102.85 - 102.99	6.87	117.83 - 117.97	7.87	132.81 - 132.95	8.87	147.80 - 147.94	9.87
88.02 - 88.16	5.88	103.00 - 103.14	6.88	117.98 - 118.12	7.88	132.96 - 133.10	8.88	147.95 - 148.08	9.88
88.17 - 88.31	5.89	103.15 - 103.29	6.89	118.13 - 118.27	7.89	133.11 - 133.25	8.89	148.09 - 148.23	9.89
88.32 - 88.46	5.90	103.30 - 103.44	6.90	118.28 - 118.42	7.90	133.26 - 133.40	8.90	148.24 - 148.38	9.90
88.47 - 88.61	5.91	103.45 - 103.59	6.91	118.43 - 118.57	7.91	133.41 - 133.55	8.91	148.39 - 148.53	9.91
88.62 - 88.76	5.92	103.60 - 103.74	6.92	118.58 - 118.72	7.92	133.56 - 133.70	8.92	148.54 - 148.68	9.92
88.77 - 88.91	5.93	103.75 - 103.89	6.93	118.73 - 118.87	7.93	133.71 - 133.85	8.93	148.69 - 148.83	9.93
88.92 - 89.06	5.94	103.90 - 104.04	6.94	118.88 - 119.02	7.94	133.86 - 134.00	8.94	148.84 - 148.98	9.94
89.07 - 89.21	5.95	104.05 - 104.19	6.95	119.03 - 119.17	7.95	134.01 - 134.15	8.95	148.99 - 149.13	9.95
89.22 - 89.36	5.96	104.20 - 104.34	6.96	119.18 - 119.32	7.96	134.16 - 134.30	8.96	149.14 - 149.28	9.96
89.37 - 89.51	5.97	104.35 - 104.49	6.97	119.33 - 119.47	7.97	134.31 - 134.45	8.97	149.29 - 149.43	9.97
89.52 - 89.66	5.98	104.50 - 104.64	6.98	119.48 - 119.62	7.98	134.46 - 134.60	8.98	149.44 - 149.58	9.98
89.67 - 89.81	5.99	104.65 - 104.79	6.99	119.63 - 119.77	7.99	134.61 - 134.75	8.99	149.59 - 149.73	9.99

DEMONSTRATING MATH SKILLS

UNIT IV

HANDOUT 2--SUPPLEMENTARY GLOSSARY OF COMPUTER TERMS

1. Batch processing--accumulating and processing data in a group.
2. Bit--the smallest unit of binary code--the information recognizable by a computer.
3. Boot the disk--turn on the computer and the operating system (DOS) into memory.
4. Bug--An error in software or hardware. Usually refers to a error in a program that causes the program to fail to work--either always or sometimes.
5. Byte--storage unit equivalent to a character of information. Equal to a character of data or text.
6. Cassette tape cartridge--two reels of magnetic tape enclosed in a small plastic or metal cartridge. Used to store and retrieve data.
7. Central Processing Unit (CPU)--the main memory of the computer, responsible for processing all data handled by the system. Consists of the control and arithmetic/logic unit.
8. Chip--a miniaturized electronic circuit approximately 1/16" square to 3/8" square and approximately 1/30" thick, which contains from a handful to several hundred thousand electronic components (transistors, resistors, etc.). Synonymous with the terms integrated circuit and microelectronic.
9. Disk Operating System (DOS)--an operating system that manages a disk environment and is responsible for communications between the disk storage device and the computer.
10. File--a collection of related data records stored under a filename.
11. Fixed disk (hard disk)--a nonremovable magnetic storage medium that is installed in the computer unit and is capable of storing very large amounts of information.
12. Graphics--picture creation and processing.
13. Hard disk--see fixed disk.
14. Hardware--the computer machinery, as contrasted with the SOFTWARE which are the instructions that tell the computer what to do.

15. Joy stick--a lever that directs the cursor on the video screen. The cursor can be moved more quickly with the joy stick than with cursor keys. It is used extensively in video games to move objects.

16. Machine readable--data in a form that can be read by the computer, as on tape or disk or on punched cards.

17. Menu; menu driven--a list of available options in an interactive program. A menu-driven system is easy for the unsophisticated user to operate.

18. Modem--a device for transmitting data over telephone lines.

19. Network--A series of computer(s), terminal(s), and printer(s) which are connected.

20. User-friendly--easy to use. Usually said of a program that can be used by someone basically unfamiliar with computers.

Name ____________________

DEMONSTRATING MATH SKILLS

UNIT IV

ASSIGNMENT SHEET 1--CALCULATE SALES TOTAL BY HAND

Directions: Solve these problems manually, without calculating equipment. Use the sales tax chart (Handout 1) to find the amount of tax to charge. Use the blank areas on the page for figuring.

1.

QTY.	CLASS	DESCRIPTION	PRICE	AMOUNT	
1	70	Butterick pattern	4.50		
1	70	McCall pattern	4.00		
2	70	Simplicity pattern	3.75		
			SUB TOTAL		
			TAX		
			TOTAL		

2.

QTY.	CLASS	DESCRIPTION	PRICE	AMOUNT	
1	30	tape measure	1.10		
1	30	chalk	1.25		
1	40	gingher trimmers	21.50		
			SUB TOTAL		
			TAX		
			TOTAL		

3.

QTY.	CLASS	DESCRIPTION	PRICE	AMOUNT	
2	60	thread	.57		
1	60	zipper	.85		
			SUB TOTAL		
			TAX		
			TOTAL		

4.

QTY.	CLASS	DESCRIPTION	PRICE	AMOUNT	
1	10	oxford - 10% off	16.00		
1	70	coat dress	59.00		
			SUB TOTAL		
			TAX		
			TOTAL		

Name ________________________________

DEMONSTRATING MATH SKILLS

UNIT IV

ASSIGNMENT SHEET 2--IDENTIFY PARTS OF THE CASH REGISTER

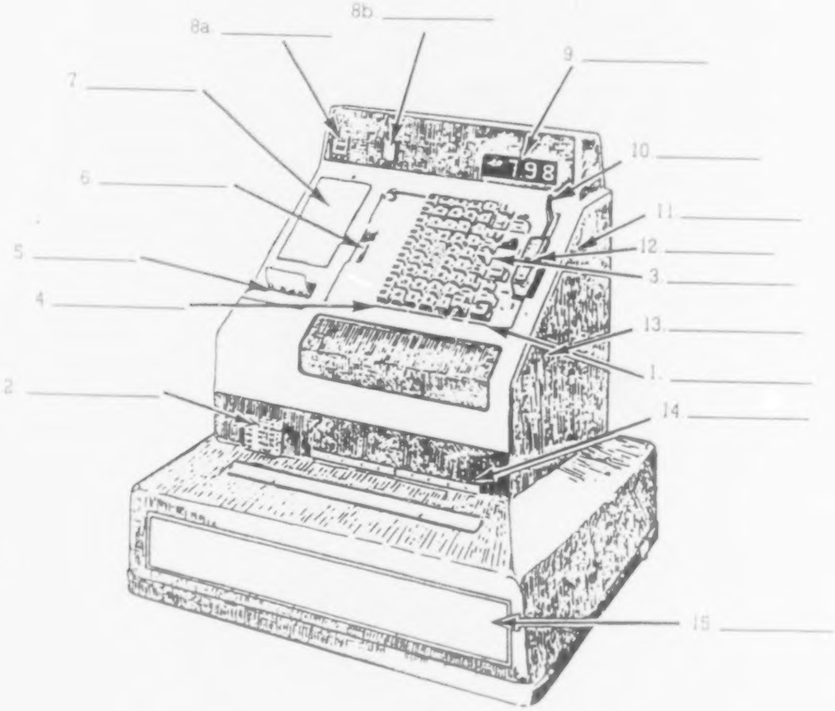
Directions: Fill in the blank with the name of the indicated part of the cash register as numbered on the picture.

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________
7. ______________________________

8a. ______________________________

8b. ______________________________

9. ______________________________
10. ______________________________
11. ______________________________
12. ______________________________
13. ______________________________
14. ______________________________
15. ______________________________


8a
8b
9
7
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6
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5
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3
4
13
1
2
14
15

Name ______________________________

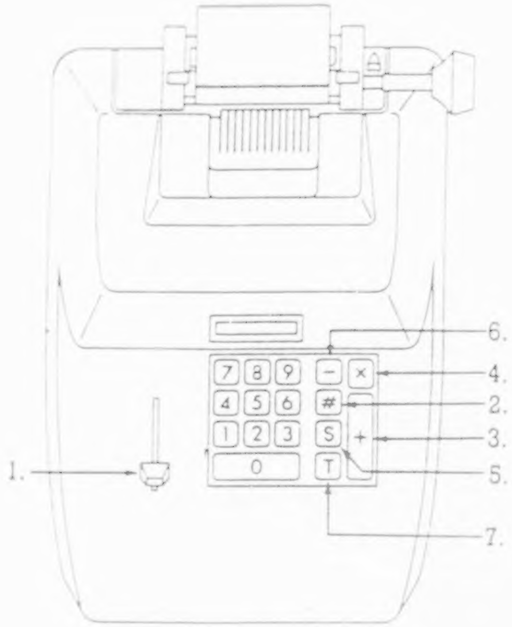
DEMONSTRATING MATH SKILLS

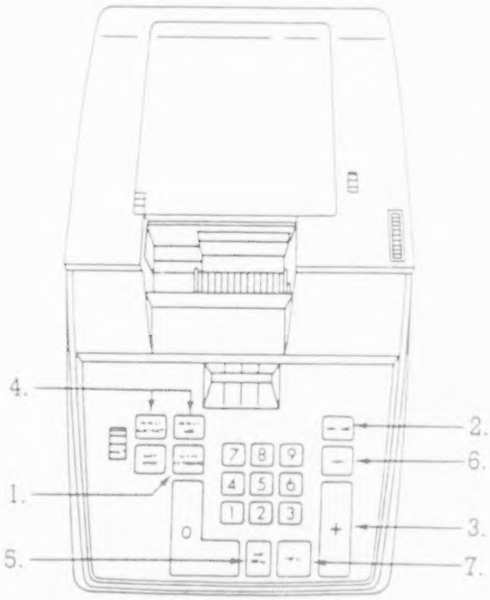
UNIT IV

ASSIGNMENT SHEET 3--IDENTIFY PARTS OF THE ADDING MACHINE

Directions: Fill in the blank by identifying the indicated part of the adding machine as numbered on the pictures.

1. ______________________
2. ______________________
3. ______________________
4. ______________________
5. ______________________
6. ______________________
7. ______________________





Name________________________________

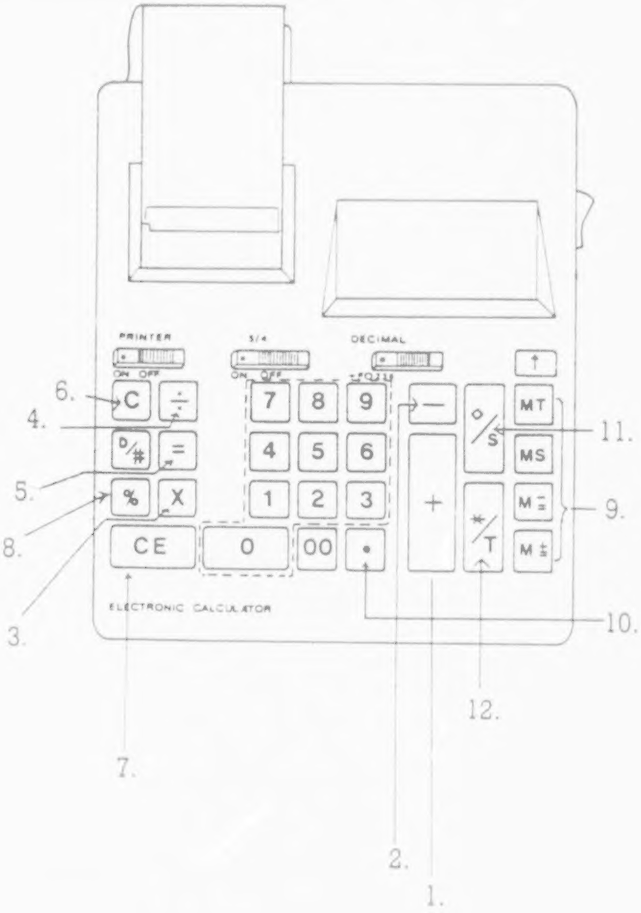
DEMONSTRATING MATH SKILLS

UNIT IV

ASSIGNMENT SHEET 4--IDENTIFY PARTS OF THE ELECTRONIC CALCULATOR

Directions: Fill in the blank by identifying the indicated part of the electronic calculator as numbered on the picture.

1. ______________________
2. ______________________
3. ______________________
4. ______________________
5. ______________________
6. ______________________
7. ______________________
8. ______________________
9. ______________________
10. ______________________
11. ______________________
12. ______________________



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ELECTRONIC CALCULATOR
3.
10.
12.
7.
2.
1.

Name ________________________________

DEMONSTRATING MATH SKILLS

UNIT IV

ASSIGNMENT SHEET 5--DEFINE MICROCOMPUTER TERMS

Directions: Match the correct word to its definition by writing the letter in the space provided.

A. Backup
B. BASIC
C. Cathode ray tube (CRT)
D. Cursor
E. Data
F. Data base
G. Diskette or Floppy disk
H. Hard copy
I. Keyboard
J. Memory
K. Output
L. Printer
M. Printout
N. Program
O. Programming language
P. Software
Q. Terminal

_______ 1. The vacuum tube used in a TV or video terminal screen.

_______ 2. A language used when writing a program.

_______ 3. A master file of data that is organized by a data base management system or other program which presents the information in a format which is applicable to the user's needs and is available when needed.

_______ 4. The terminal input keys. They are made up of the standard typewriter keys and specialized keys for manipulating data and communicating with the computer.

_______ 5. Printer output.

_______ 6. The input/output device that allows the user to communicate with the computer.

_______ 7. A device that converts computer output into printed images--either words, pictures, or a combination.

_______ 8. A programming language developed for use in academic computing and widely used in microcomputers.

_______ 9. Computer generated information.

_______ 10. To duplicate a file on a separate floppy disk to tape to ensure against loss.

_______ 11. A group of instructions that tell the computer how to perform a specific function.

_______ 12. A character on the video screen which indicates position; usually represented by a blinking or filled-in square, or by a blinking underline.

_______ 13. A collection of numbers and/or words to be processed; raw facts and figures which are processed into information.

_______ 14. A single, flexible, plastic, magnetic storage medium, available in several standard sizes; used to store and load information.

_________15. Output from an information system that is printed on paper.

_______ 16. The computer's working storage.

_______ 17. Instructions for the computer. Groups of these instructions make up programs.

Name ____________________

DEMONSTRATING MATH SKILLS

UNIT IV

ASSIGNMENT SHEET 6--IDENTIFY COMPONENTS OF THE MICROCOMPUTER

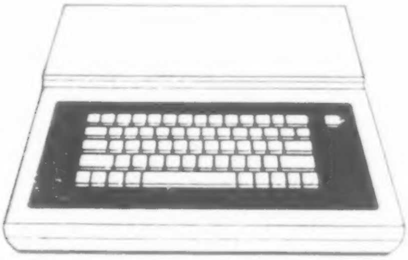
Directions: Fill in the blank to identify the indicated component of the microcomputer as numbered on the pictures.

1. ____________________

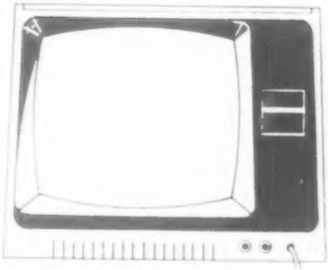
2. ____________________

3. ____________________

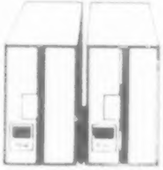
4. ____________________



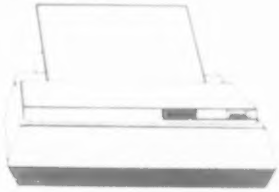
1.



2.



3.



4.

Name________________________________

DEMONSTRATING MATH SKILLS

UNIT IV

ASSIGNMENT SHEET 7--INTERPRET AN INVENTORY CONTROL SHEET

Directions: Follow the steps below to interpret the Inventory Control Sheet on the next page.

1. Count the tally marks and write the numbers in the Total Quantity column.
2. Extend the amount by taking price times total quantity and write that amount in the Extension column.
3. Total the Extension column and place the number on the Page Total line.

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Sample Inventory Sheet

Inventory Control Sheet

1.

Counted by: ______

ONLY ONE DEPT. PER SHEET

DEPT NO. 0 0 7

2.

3.

DATE Jan. 15, 1986

6. 7. 8. 9. 10.

6794976

11. 4. 12.

5.

	DESCRIPTION	CL	MFG	STYLE	UNIT RETAIL PRICE DOLLARS	CENTS	TALLY FOR COUNTING	TOTAL QUANTITY	EXTENSION DOLLARS	CENTS
1	Bias Tape, DF	10	542	1073	1	25	𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 ||			
2	Bias Tape, DF, wide	10	542	2073	1	50	𝍸 𝍸 𝍸 𝍸 𝍸 ||			
3	Bias Tape, DF, Flat	10	542	3075	1	35	𝍸 𝍸 𝍸 ||||			
4	Bias Tape, Flat, wide	10	542	4075	1	65	𝍸 𝍸 |||			
5	Hem Tape	10	542	1054	1	25	𝍸 𝍸 𝍸 |||			
6	Hem Tape, lace	10	542	2054	1	50	𝍸 𝍸 𝍸 𝍸 𝍸 |||			
7	Seam Tape	10	542	7156	1	25	𝍸 𝍸 𝍸 𝍸 𝍸 |||			
8	Seam Tape, Lace	10	542	7556	1	75	𝍸 𝍸 𝍸 𝍸 𝍸 ||			
9	Rick rack	20	796	0895		95	𝍸 𝍸 𝍸 𝍸 𝍸 ||||			
10	Rickrack, wide	20	796	0795	1	45	𝍸 𝍸 ||			
11	Rickrack, narrow	20	796	1095	1	20	𝍸 𝍸 𝍸 |||			
12	Trim tape	30	371	2004	2	00	|||			
13	Trim tape	30	371	2005	1	75	𝍸 |||			
14	Trim tape	30	371	3009	1	25	𝍸 𝍸 ||			
15	Trim tape	30	371	3010	1	45	𝍸 𝍸 |			
16										
17										
18										
19										
20										

15.
- Use Only Pencil, DO NOT ERASE
- Do Not Enter After Line #15
- Use Lines #16-20 For Corrections Only

PAGE TOTAL ______ 13.

DEPARTMENTAL INVENTORY TOTAL ______ 14.

6794976

DEMONSTRATING MATH SKILLS

UNIT IV

ANSWERS TO ASSIGNMENT SHEETS

ASSIGNMENT SHEET 1

1.	4.50	2.	1.10
	4.00		1.25
	7.50		21.50
Subtotal	16.00	Subtotal	23.85
Tax	1.07	Tax	1.59
Total	17.07	Total	25.44

3.	1.14	4.	16.00
	.85		59.00
Subtotal	1.99	Subtotal	75.00
Tax	.13	Tax	5.01
Total	2.12	Total	80.01

ASSIGNMENT SHEET 2

See Transparency Master 1

ASSIGNMENT SHEET 3

See Transparency Master 4

ASSIGNMENT SHEET 4

See Transparency Master 5

ASSIGNMENT SHEET 5

1-C, 2-O, 3-F 4-I, 5-M, 6-Q, 7-L,
8-B, 9-K, 10-A, 11-N, 12-D, 13-E,
14-G, 15-H, 16-J, 17-P

ASSIGNMENT SHEET 6

See Transparency Master 8

ASSIGNMENT SHEET 7

Answer sheet attached.

Sample Inventory Sheet

Inventory Control Sheet

1. Counted by: ____________

ONLY ONE DEPT. PER SHEET.

2. DEPT NO. 0 0 7

3. DATE Jan. 15, 1986

4. 6794976

	5. DESCRIPTION	6. CL	7. MFG	8. STYLE	9. UNIT RETAIL PRICE DOLLARS CENTS	10. TALLY FOR COUNTING	11. TOTAL QUANTITY	12. EXTENSION DOLLARS CENTS	
1	Bias Tape, DF	10	542	1073	1 25	𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 ||	37	46 25	1
2	Bias Tape, DF, wide	10	542	2073	1 50	𝍸 𝍸 𝍸 𝍸 𝍸 ||	27	40 50	2
3	Bias Tape, DF, Flat	10	542	3075	1 35	𝍸 𝍸 𝍸 ||||	19	25 65	3
4	Bias Tape, Flat, Wide	10	542	4075	1 65	𝍸 𝍸 |||	13	21 45	4
5	Hem Tape	10	542	1054	1 25	𝍸 𝍸 𝍸 |||	18	22 50	5
6	Hem Tape, lace	10	542	2054	1 50	𝍸 𝍸 𝍸 𝍸 𝍸 |||	28	42 00	6
7	Seam Tape	10	542	7156	1 25	𝍸 𝍸 𝍸 𝍸 𝍸 ||||	29	36 25	7
8	Seam Tape, Lace	10	542	7556	1 75	𝍸 𝍸 𝍸 𝍸 𝍸 ||	27	47 25	8
9	Rick rack	20	796	0895	95	𝍸 𝍸 𝍸 𝍸 𝍸 ||||	29	27 55	9
10	Rickrack, wide	20	796	0795	1 45	𝍸 𝍸 ||	12	17 40	10
11	Rickrack, narrow	20	796	1095	1 20	𝍸 𝍸 𝍸 |||	18	21 60	11
12	Trim tape	30	371	2004	2 00	|||	3	6 00	12
13	Trim tape	30	371	2005	1 75	𝍸 |||	8	14 00	13
14	Trim tape	30	371	3009	1 25	𝍸 𝍸 ||	12	15 00	14
15	Trim tape	30	371	3010	1 45	𝍸 𝍸 |	11	15 95	15
16									16
17									17
18									18
19									19
20									20

PAGE TOTAL	399 35 — 13.
DEPARTMENTAL INVENTORY TOTAL	— 14.

15.
- Use Only Pencil, DO NOT ERASE.
- Do Not Enter After Line #15.
- Use Lines #16-20 For Corrections Only.

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Name______________________________

DEMONSTRATING MATH SKILLS

UNIT IV

JOB SHEET 1--CASH REGISTER PERFORMANCE CHECKLIST

Directions: Your teacher will demonstrate the proper operation of the cash register. As each step is completed, check it off on the checklist below.

ACTION — COMPLETED

---

1. Check cash on hand accurately. ______
2. Set the date on the cash register. ______
3. Turn the customer counter to zero. ______
4. Make sure enough receipt rolls are available. ______
5. Unlock the machine. ______
6. Operate the keys using proper procedures.
    a. Punch keys in their proper order. ______
    b. Punch in nontaxable and taxable items. ______
    c. Handle any errors. ______
7. Ring up the sale. Call out the amount of each item as you get to it. ______
8. Make change following correct procedures.
    a. Leave customer's bill(s) on top of the drawer until change has been made. ______
    b. Record this amount on the keyboard. ______
    c. Punch the amount tendered key. ______
    d. Punch the change balance due key. ______

e. As you give the change to the customer, add the change given to the amount of purchase until the original amount given is reached. ______

f. Put the cash in its proper compartments. ______

g. Put bills in the drawer all facing the same direction. ______

h. Put checks underneath the drawer. ______

i. Close the drawer. ______

9. Make a blank operation (such as making change for a customer not making a purchase). ______

10. Give the receipt to the customer. ______

Name____

DEMONSTRATING MATH SKILLS

UNIT IV

JOB SHEET 2--PROBLEMS FOR USING THE CASH REGISTER

Directions: For the following examples, assume a sales tax of 6.675%. Use Handout 1 to look up the amount of tax to charge. Items listed with an asterisk (*) are non-taxable. Ring up the sale on the cash register and write the total bill for each customer in the space provided.

Customer 1:

Quant.	Description	Unit Price	Total
3	Thread	1.10	
1	Zipper	1.00	
5 yds.	Cotton fabric	4.50	______
		subtotal	
		tax	______
			$______

Customer 2:

Quant.	Description	Unit Price	Total
	Repair tear in shirt (*)	15.00	
	Hem trousers (*)	10.00	______
		subtotal	
		tax	______
			$______

Customer 3:

Quant.	Description	Unit Price	Total
	Custom Sew Dress		
	Labor (*)	150.00	
	Fabric (5 yds @ $10.00)		
	Zipper	1.00	
	Misc. Supplies	10.00	______
		subtotal	
		tax	______
			$______

Name____

DEMONSTRATING MATH SKILLS

UNIT IV

JOB SHEET 3--ADDING MACHINE PERFORMANCE CHECKLIST

Directions: Your teacher will demonstrate the proper operation of the adding machine. As each step is completed, check it off on the checklist below.

ACTION		COMPLETED
1.	Used the touch system.	_____
2.	Demonstrated ability to add.	_____
3.	Demonstrated ability to subtract.	_____
4.	Used the non-add key.	_____
5.	Used the repeat key.	_____
6.	Used the subtotal key.	_____
7.	Totals are mathematically correct.	_____

Name ______________________________

DEMONSTRATING MATH SKILLS

UNIT IV

JOB SHEET 4--PROBLEMS TO WORK WITH AN ADDING MACHINE

Directions: Use the proper procedures to calculate the following sets of problems. Remember to keep your eyes on the problems and not on the keyboard.

1. Addition Problems

(1) 546
465
654
565
+ 645

(2) 546
654
465
456
+ 564

(3) 747
585
696
475
+ 698

(4) 747
858
969
458
+ 468

(5) 414
525
636
103
+ 203

(6) 426
231
321
532
+ 612

(7) 13
35
56
67
+ 87

(8) 76
67
78
79
+ 89

(9) 990
340
240
404
+ 253

(10) 444
340
231
540
+ 430

(11) 684
747
488
953
+ 462

(12) 898
343
434
767
+ 345

(13) 339
556
155
168
+ 890

(14) 208
513
796
532
+ 185

2. Subtraction Problems

Subtraction:

(1)	(2)	(3)
54.76	12,226	745
-10.26	-10,845	-475

(4)	(5)	(6)
377	845	616
518	145	- 40
-695	-254	456
-125	754	880
170	-435	-480
		789
		-160

Credit (Negative) Balance

(1)	(2)	(3)	(4)
543	174	362	180
-769	-768	32	-854
		986	671
		-642	146
		28	-362
		-843	176
		36	-564
		-386	

(5)	(6)
396	6734
-258	-2473
76	1365
-844	- 589
-962	-6106

3. Subtotal Problems
(S) indicates subtotal
(T) indicates total

(1)	(2)	(3)	(4)
452	185	167	733
110	369	889	365
916	250	101	896
639	622	23	986
S	S	S	S
400	298	527	240
175	345	240	109
298	185	328	338
225	952	900	467
T	T	T	T

4. Non-add Problems
(N) indicates non-add

(1)	(2)	(3)
549	381	685
989	30	965
489	866N	896
768N	245	421
346	753	312
846	12N	777N
8	47	596
24	265	15
T	T	T

5. Repeat Key Problems

(1)	(2)
425	245
425	245
425	245
425	245
425	11
368	11
368	177
368	177
114	+ 177
+ 114	

Name______________________________________

DEMONSTRATING MATH SKILLS

UNIT IV

JOB SHEET 5--ELECTRONIC CALCULATOR PERFORMANCE CHECKLIST

Directions: Your teacher will demonstrate the proper operation of the electronic calculator. As each step is completed, check it off on the checklist below.

ACTION	COMPLETED
1. Used the touch system.	_____
2. Demonstrated ability to add.	_____
3. Demonstrated ability to subtract.	_____
4. Corrected errors with addition.	_____
5. Corrected errors with subtraction.	_____
6. Demonstrated ability to multiply.	_____
7. Demonstrated ability to divide.	_____
8. Used the non-add key.	_____
9. Used the subtotal key.	_____
10. Demonstrated ability to calculate percentages.	_____
11. Totals mathematically correct.	_____

Name____

DEMONSTRATING MATH SKILLS

UNIT IV

JOB SHEET 6--PROBLEMS TO WORK WITH AN ELECTRONIC CALCULATOR

Directions: Use the proper procedures to calculate the following sets of problems. Remember to keep your eyes on the problems and not on the keyboard.

1. Addition Problems

(1)	546	(2)	645	(3)	789
	565		546		879
	456		456		978
	645		645		474
	564		564		744

(4)	585	(5)	414	(6)	221
	885		302		532
	696		103		612
	669		321		406
	477		123		300

2. Subtotal Problems

(1)	542	(2)	581
	110		639
	691		250
	963		226
	S		S
	400		982
	751		453
	982		815
	522		592
	T		T

3. Non add Problems (N = non add)

(1)
954
989
456
768N
346
8
29
138
T

(2)
77
318
60N
245
763
974N
866
504
T

4. Subtraction Problems

(1)
47.56
-26.10

(2)
485
415
-524
574
-354

5. Credit Balance Problems

(1)
463
-697

(2)
896
632
84
-698
82
-896
63
-986

(3)
132
108
-835
284
348
-682
65

6. Multiplication Problems

(1)
134
x 32

(2)
721
x 8

(3)
63.2
x 2.5

(4)
321.08
x 8.06

7. Division Problems

(1) 1,728 ÷ 144 =

(2) 1,344 ÷ 28 =

(3) 486 ÷ 46 =

(4) 7,643 ÷ 53 =

(5) 360 ÷ .18 =

8.	Percentage Problems	Amount of Discount	Net Amount
(1)	863.72 less 2%	________	________
(2)	936.42 less 9%	________	________
(3)	27.16 less 3%	________	________
(4)	47.47 less 15%	________	________
(5)	462.86 less 12%	________	________

A.	Cost of Article	Percent of Markup	Amount of Markup	Price
(1)	26.13	[illegible]	________	________
(2)	162.36	92%	________	________
(3)	117.77	14%	________	________
(4)	93.66	16%	________	________
(5)	262.77	105%	________	________

B.	Selling Price	Percent of Markdown	Amount of Markdown	Sale Price
(1)	69.69	25%	________	________
(2)	199.95	33%	________	________
(3)	206.66	10%	________	________
(4)	576.42	50%	________	________
(5)	33.12	20%	________	________

DEMONSTRATING MATH SKILLS

UNIT IV

ANSWERS TO JOB SHEETS

JOB SHEET 1

This Job Sheet should be evaluated to the satisfaction of the instructor.

JOB SHEET 2

Customer 1:	$ 3.30	
	1.00	
	22.50	
Subtotal	26.80	
tax	1.79	
Grand total	$28.59	
Customer 2:	$25.00	(no tax on labor)
Customer 3:	$150.00	(no tax on labor)
	50.00	
	1.00	
	10.00	
Subtotal	61.00	(does not include labor)
tax	4.07	(on merchandise only)
Subtotal	65.07	(does not include labor)
Grand total	$215.07	

JOB SHEET 3

This Job Sheet should be evaluated to the satisfaction of the instructor.

JOB SHEET 4

1. Addition Problems:

    1. 2875
    2. 2685
    3. 3201
    4. 3500
    5. 1881
    6. 2122
    7. 258
    8. 389
    9. 2227
    10. 1985
    11. 3334
    12. 2787
    13. 2108
    14. 2234

2. Subtraction Problems:

    1. 44.50
    2. 1381
    3. 270
    4. 245
    5. 1055
    6. 2061

Credit (negative) balance:

1. -226
2. -594
3. -427
4. -607
5. -1592
6. -1069

3. Subtotal Problems:
    1. 2117 (s)
       3215 (t)
    2. 1426 (s)
       3206 (t)
    3. 1180 (s)
       3175 (t)
    4. 2980 (s)
       4134 (t)

4. Non add problems:
    1. 3251
    2. 1721
    3. 3890

5. Repeat Key Problems

    1. 3457
    2. 1533

JOB SHEET 5

This Job Sheet should be evaluated to the satisfaction of the instructor.

JOB SHEET 6

1. Addition Problems:
    1. 2776
    2. 2856
    3. 3864
    4. 3312
    5. 1263
    6. 2071

2. Subtotal Problems:
    1. 2306 (s)
       4961 (t)

    2. 1696 (s)
       4538 (t)

3. Non add Problems:
    1. 2920
    2. 2773

4. Subtraction Problems:
    1. 21.46
    2. 596

5. Credit Balance Problems:
    1. -234
    2. -823
    3. -580

6. Multiplication Problems:
    1. 4288
    2. 5768
    3. 158.00
    4. 2587.90

7. Division Problems:
    1. 12
    2. 48
    3. 10.5652
    4. 144.2075
    5. 2000.00

8. Percentage Problems:

1.	17.27	846.45
2.	84.28	852.14
3.	.81	26.35
4.	7.12	40.35
5.	55.54	407.32

A. Cost of Article:

1.	3.40	29.53
2.	149.37	311.73
3.	16.49	134.26
4.	14.99	108.65
5.	275.91	538.68

B. Selling Price:

1.	17.42	52.27
2.	65.98	133.97
3.	20.67	185.99
4.	288.21	288.21
5.	6.62	26.50

Name_____________________________________

DEMONSTRATING MATH SKILLS

UNIT IV

UNIT TEST

Directions: Match each term with the best definition by writing the letter(s) in the space provided. Each term is used only once.

a. Calculate
b. Computer
c. Inventory
d. Floppy disk (or diskette)
e. Memory
ab. Output
ac. Printer
ad. Index (a number)
ae. Programming language
bc. Software
bd. Terminal
be. Keyboard
cd. Accumulator

_____ 1. A memory-like device in the cash register/adding machine/electronic calculator that stores the current total as additional items are entered.

_____ 2. Computer instructions. Groups of instructions make up programs. The Disk Operating System (DOS) and word processors are examples.

_____ 3. An itemized list of the goods, or stock, of a business.

_____ 4. The input/output devices that allow the user to communicate with the computer. Usually includes a keyboard, a video screen, and a printer.

_____ 5. A device that converts computer output into printed images. These images may be words or pictures or a combination.

_____ 6. A language used when writing a program. The programming language is translated into machine language by software so that the computer can understand it.

_____ 7. A single, flexible, plastic, magnetic storage medium, available in several standard sizes, used to store and load information.

_____ 8. A programmable machine that receives, stores, retrieves, and processes information.

_____ 9. The set of terminal input keys made up of the standard typewriter keys and specialized keys for manipulating the data and communicating with the computer.

_____10. To determine by using mathematics.

_____11. The computer's working storage. Programs and data are read in and may be manipulated. The size determines the amount and complexity of the processing that can take place in any computer.

_____12. Enter on the (calculator) keyboard and into the calculation.

_____13. Computer-generated information.

Directions: Match each term with the best definition by writing the letter(s) in the space provided. Each term is used only once.

a. Microcomputer
b. Percent
c. Program
d. Backup
e. BASIC

ab. Cathode Ray Tube (CRT)
ac. Cursor
ad. Data
ae. Data base
bc. Copyright
bd. Hard copy
be. Printout

_____14. A collection of numbers and/or words to be processed; raw facts and figures which are processed into information.

_____15. A fully operational, small computer that uses a single circuit to perform the arithmetic, logic, and control functions of processing data.

_____16. To give exclusive right, by law, to make a profit on a published work. Anything so protected may not be duplicated without permission in writing from the author or publisher.

_____17. To duplicate a file on a separate piece of media to ensure against loss.

_____18. The vacuum tube used in a TV or video terminal screen.

_____19. A group of instructions that tell the computer how to perform a specific function.

_____20. One of a hundred parts.

_____21. A master file of data which is organized by a data base management system or other program which presents the information in a format which is applicable to the user's needs and is available when needed.

_____22. Printer output.

_____23. The screen pointer. A character on the video screen which indicates position. It is usually represented by a blinking or filled-in square or by a blinking underline.

_____24. Beginner's All-Purpose Symbolic Instruction Code. A programming language developed for use in academic computing and widely used on microcomputers.

_____25. Output from an information system that is printed on paper.

Directions: Match each microcomputer component with its function.

_____26. Reads and/or writes data on floppy diskette

_____27. Displays output

_____28. Outputs data onto paper

_____29. Used to input data into the system

a. Keyboard

b. Monitor

c. Disk Drive

d. Printer

Directions: Circle "T" before the statement that is true and "F" before the statement that is false.

T F 30. Giving copies of commercial software to friends is legal and encourages the development of new software.

T F 31. Bending a diskette will not hurt it.

T F 32. A software package must be compatible with the computer that will run it.

T F 33. If you have a hard disk, there is no need to make back up copies of your data.

T F 34. Blank diskettes of the correct size are usable in most disk drives.

T F 35. A diskette that was accidentally exposed to x-ray equipment will probably run just fine anyway.

Answer questions 36 through 39 based on the following situation:

You have just closed a sale for $125.00 worth of merchandise. Your customer wishes to pay by check. Your store routinely accepts checks as long as the customer has two kinds of identification.

36. The customer gives you the check, and you see that it is a paycheck from a large local business. Do you accept the check and give the customer change?

a. Yes ________ b. No ________

37. The customer is writing the check at the counter. He/she says: "Is it all right if I date this check for next Tuesday?" Do you allow this?

a. Yes ________ b. No ________

38. The customer is from out-of-state and tells you so. He/she mentions that he/she could also use a credit card for the purchase if that is preferred. You have not seen this customer before and no one else in the store knows him/her. Do you take the check?

a. Yes ________ b. No ________

39. The customer writes the check very quickly and says he/she has no identification. When you hesitate, he/she gets very impatient and acts in a hurry to leave. Do you take the check or refuse the sale?

a. Take the check ______ b. Refuse the sale ________

Answer questions 40 through 43 based on the following situation:

You have just closed a sale for $35.00. Your customer bought several pieces of fabric which you measured and cut. The customer now says that he/she wishes to pay with a bank credit card.

40. What do you look for to determine whether the card is valid?

____

41. Is it necessary to list the price of each piece of fabric separately on the credit card slip?

a. Yes ________ b. No ________

42. Will the charge be paid if you do not get a signature on the charge sales ticket?

a. Yes ________ b. No ________

43. If you forget to give the credit card back, how might you locate the customer?

____

44. List five ways that microcomputers can be used in business.

a. ____

b. ____

c. ____

d. ____

e. ____

Calculate the following problems.

Addition

45. 564	46. 1053	47. 904	48. 444
645	852	45	340
789	636	33	310
+ 496	+ 632	+ 67	+ 807

Subtraction

49. $ 47.56	50. 654	51. 954	52. 12,468
- 26.10	- 276	- 726	-10,312

Calculate the following problems.

Multiplication

53. 134	54. 637	55. 845	56. 63.2
x 32	x 411	x 43	x 2.5

Division

57. 144 ÷ 12= 58. 1,730 ÷ 25 =

59. 360 ÷ .18 = 60. 50.16 ÷ 4 =

Complete the following list of statements concerning the care and maintenance of diskettes.

61. Keep diskettes away from magnetic fields such as __________, _____________, and ____________________.

62. Do not place diskette on top of the ________________ or disk drive.

63. Use only a _________________ to write on the label of diskette jacket.

64. Make ______________________ of all program software and store originals in a safe place.

Examine the Style/Sales and On Hand Report (TM 11) and answer the following questions.

65. What is the inventory total for items in class code 10?

66. What is the sales total for items in class code 30?

67. How many vendors are represented on this report?

68. What is the week to date figure for style #895 for the Lakeshore store?

69. What is the current retail price for style #2005?

70. In the downtown store, how many of style #795 are in inventory?

71. What is the date of this report?

72. What items are good sellers?

73. What items should be reordered this week? (Base your decision on the number sold relative to the number in stock.)

(NOTE: If the following activities have not been accomplished prior to the test, ask your teacher when they should be completed.)

74. Calculate Sales Total by Hand (Assignment Sheet 1)
75. Identify Parts of the Cash Register (Assignment Sheet 2)
76. Identify Parts of the Adding Machine (Assignment Sheet 3)
77. Identify Parts of the Electronic Calculator (Assignment Sheet 4)
78. Define Microcomputer Terms (Assignment Sheet 5)
79. Identify Components of the Microcomputer (Assignment Sheet 6)
80. Interpret an Inventory Control Sheet (Assignment Sheet 7)
81. Cash Register Performance Checklist (Job Sheet 1)
82. Problems for Using the Cash Register (Job Sheet 2)
83. Adding Machine Performance Checklist (Job Sheet 3)
84. Problems to Work With an Adding Machine (Job Sheet 4).
85. Electronic Calculator Performance Checklist (Job Sheet 5)
86. Problems to Work With an Electronic Calculator (Job Sheet 6)

DEMONSTRATING MATH SKILLS

UNIT IV

ANSWERS TO UNIT TEST

Matching:

1. cd
2. bc
3. c
4. bd
5. ac
6. ae
7. d
8. b
9. bd
10. a
11. e
12. ad
13. ab

Matching:

14. ad
15. a
16. bc
17. d
18. ab
19. c
20. b
21. ae
22. be
23. ac
24. e
25. bd

Matching:

26. c
27. b
28. d
29. a

True/False:

30. F
31. F
32. T
33. F
34. T
35. F

36. b
37. b
38. b
39. b
40. a. The expiration date
    b. A signature on the back
    c. The list of invalid card numbers

41. b
42. b
43. a. Call the number written on the bottom on the slip
    b. Look up the name in the phone book (this will only work if the person is local)

44. Any five of the items listed under Section IV., B., in the Information Sheet.

45. 2494
46. 3173
47. 1049
48. 1901
49. $21.46
50. 378
51. 228
52. 2156
53. 4288
54. 261,807
55. 36,335
56. 158
57. 12
58. 69.20
59. 2,000
60. 12.54

61. Any three of the following: transformers, magnets, television sets, radios, scissors, and typewriters

62. Monitor

63. Felt tip pen

64. Backup copies

65. 449

66. 19

67. 3

68. 2

69. $1.75

70. 7

71. April 1 (4/1)

72. Answer should include at least the first three of the following:

Style #1073; #2073; #895; #1095 #2005

73. Answer should include at least the first of these:

Style #895; #1095; #2005 (#3009 optional)

74-86. See Answers to Assignment Sheets and Answers to Job Sheets.

CORE COMPETENCIES
CORE EMPLOYMENT SKILLS

SECTION E:

E. DEVELOPING ENTREPRENEURIAL SKILLS

1. Determine equipment and supply needs
2. Select new or replacement equipment and supplies
3. Plan policies and procedures related to customer services
4. Plan efficient flow of customer traffic
5. Plan expansion of facilities
6. Plan layout to provide for work areas and merchandise
7. Establish policies and procedures for company security
8. Comply with established procedures for handling shoplifting, pilfering, etc.
9. Establish procedures for safety measures and accident prevention
10. Follow procedures if there are employee or customer accidents
11. Administer a maintenance and housekeeping program
12. Administer overall budget
13. Administer budget for department, area, etc.
14. Analyze projected budget with actual budget
15. Perform necessary banking functions such as depositing funds, etc.
16. Submit financial reports and records
17. Make plans according to financial reports and records
18. Comply with laws regarding taxes and payroll
19. Manage credit policies and procedures
20. Promote firm through participation in professional and civic organizations

21. Keep informed concerning trends/developments

22. Develop overall department/store sales goals

Other (specify)____________________________________

Developing Entrepreneurial Skills

Unit V

Cross-Reference Table of Instructional Materials

Competency	Instructional Objective	Transparency Master	Handout	Assignment Sheet	Job Sheet	Test Item	Notes
*	1					1-9	
E.1-E.6							
E.7, E.8	2					10-45	
E.9, E.10	3					46-51, 76	
E.11	4					77	
E.12-E.14							
E.15	5	TM 1, 2, 3, 4		AS 1, 2, 3			
E.16	6					78	
E.17	7	TM 5, 6, 7				80	
E.18	8	TM 8				52-55	
E.19	9					56-71	
E.20	10					79	
E.21	11					72-75	
E.22	12			AS 4			

*Prerequisite Knowledge

DEVELOPING ENTREPRENEURIAL SKILLS

UNIT V

UNIT OBJECTIVE

After completing this unit, the student should be able to reduce business risks, complete financial forms and reports, promote the firm through advertising and participation in civic organizations, and arrange for professional consultants. Competencies will be demonstrated by correctly performing the procedures outlined in the Assignment Sheets and achieving an overall score of 85 percent on the Unit Test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Based on the content outline, MATCH TERMS ASSOCIATED WITH DEVELOPING ENTREPRENEURIAL SKILLS TO THEIR CORRECT DEFINITIONS by attaining 100 percent accuracy on the Unit Test.

2. Based on the content outline, DEMONSTRATE AN UNDERSTANDING OF POLICIES AND PROCEDURES NECESSARY FOR COMPANY SECURITY by attaining 100 percent accuracy on the Unit Test.

3. Based on the content outline, DEMONSTRATE A KNOWLEDGE OF PROCEDURES USED TO INSURE SAFETY AND ACCIDENT PREVENTION by attaining 100 percent accuracy on the Unit Test.

4. Based on the content outline, IDENTIFY MAINTENANCE AND HOUSEKEEPING PROCEDURES FOR A SMALL RETAIL BUSINESS by attaining 100 percent accuracy on the Unit Test.

5. Based on the content outline and Transparency Masters 1, 2, 3, and 4, PERFORM ROUTINE BANKING TASKS by completing Assignment Sheets 1, 2 and 3.

6. Based on the content outline, IDENTIFY VARIOUS TYPES OF FINANCIAL REPORTS AND RECORDS REQUIRED IN A RETAIL BUSINESS OPERATION by attaining 100 percent accuracy on the Unit Test.

7. Based on the content outline and Transparency Masters 5, 6, and 7, DEMONSTRATE A KNOWLEDGE OF FINANCIAL REPORTS AND HOW THESE ACCOUNTING TOOLS ARE USED TO MAKE BUSINESS DECISIONS by attaining 100 percent accuracy on the Unit Test.

8. Based on the content outline and Transparency Master 8, DEMONSTRATE A KNOWLEDGE OF THE VARIOUS TYPES OF BUSINESS TAXES AND EMPLOYEE DEDUCTIONS FOR WHICH A RETAIL BUSINESS MUST BE ACCOUNTABLE by attaining 100 percent accuracy on the Unit Test.

9. Based on the content outline, RECOGNIZE POLICIES AND PROCEDURES FOR ESTABLISHING A CREDIT POLICY FOR A RETAIL BUSINESS by attaining 100 percent accuracy on the Unit Test.

10. Based on the content outline, LIST AND DISCUSS VARIOUS WAYS TO PROMOTE A FIRM THROUGH PARTICIPATION IN PROFESSIONAL AND CIVIC ORGANIZATIONS by attaining 100 percent accuracy on the Unit Test.

11. Based on the content outline, RECOGNIZE PROFESSIONAL CONSULTANTS WHO CAN PROVIDE SERVICES AND ADVICE TO THE OWNER OF A SMALL RETAIL BUSINESS by attaining 100 percent accuracy on the Unit Test.

12. Based on the content outline, EVALUATE BASIC PROMOTION AND ADVERTISING TECHNIQUES FOR A RETAIL BUSINESS by completing Assignment Sheet 4.

DEVELOPING ENTREPRENEURIAL SKILLS

UNIT V

SUGGESTED ACTIVITIES

A. Obtain additional materials and/or invite resource people to supplement/reinforce information provided in this unit.

(NOTE: This step should be completed prior to the teaching of this unit.)

B. Make transparencies.

C. Provide students with Objective Sheet.

D. Discuss Unit and Specific Objectives.

E. Provide students with Information Sheet.

F. Discuss the Information Sheet.

(NOTE: Use transparencies to enhance the information as needed.)

G. Provide students with Assignment Sheets.

H. Give test.

I. Evaluate test.

J. Reteach if necessary.

CONTENTS OF THIS UNIT

A. Objective Sheet

B. Suggested Activities

C. Information Sheet

D. Transparency Masters

   1. TM 1--Banking Deposit Slip
   2. TM 2--Business Check
   3. TM 3--Bank Statement
   4. TM 4--Bank Reconciliation
   5. TM 5--Balance Sheet
   6. TM 6--Profit and Loss Statement
   7. TM 7--Depreciation Schedule
   8. TM 8--Payroll Check

E. Assignment Sheets

1. Assignment Sheet 1--Understanding a Bank Statement
2. Assignment Sheet 2--Preparing a Bank Deposit Slip
3. Assignment Sheet 3--Paying Bills
4. Assignment Sheet 4--Planning Promotion and Advertising

F. Answers to Assignment Sheets

G. Unit Test

H. Answers to Unit Test

RESOURCES

A. Ashmore, M., T. Southwick, G. Rippey, F. Douthitt. Entrepreneurship As A Caereer Choice. Columbus, OH: National Center for Research in Vocational Education, Ohio State University, 1987.

B. Balogh, J., et al. Beyond A Dream: An Instructor's Guide for Small Business Exploration. Columbus, OH: The National Center for Research in Vocational Education, Ohio State University, 1985.

C. Hutt, Roger. Entrepreneurship: Starting Your Own Business. Arizona State University. Cincinnati, OH: South-Western, 1988.

D. Fisher, L., et al. Risks and Rewards of Entrepreneurship. Instructor's Guide & Student Materials. Columbus, OH: National Center for Research in Vocational Education, Ohio State University, 1986.

E. The National Center for Research in Vocational Education. PACE. Program for Acquiring Competencies in Entrepreneurship. Revised. Columbus, OH: Ohio State University, 1983.

F. Swanson, Robert M., et al. Century 21 Accounting. 3rd ed. Cincinnati, OH: South-Western, 1982.

DEVELOPING ENTREPRENEURIAL SKILLS

UNIT V

INFORMATION SHEET

I. Terms and definitions

(Objective 1)

A. Advertise--pay for promotion of products or services through the media.

B. Balance sheet--a list of all the accounts in the bookkeeping ledger with their balances.

C. Bank reconciliation statement--a form for checking the bank statement against the checkbook record.

D. Bank statement--a statement issued monthly by the bank containing a record of all transactions: deposits made, checks written, service charges.

E. Deposit slip--a record of cash and checks deposited in the bank.

F. Depreciation allowance--a schedule of the amount of value each asset (cash register, typewriter, etc.) will lose each year. The item's value divided by its life expectancy.

G. Entrepreneur--a person who organizes, operates or assumes the risk for a business venture.

H. Media--the means of communication that reaches the general public and carries advertising: direct mail, television, radio, newspapers, etc.

I. Profit and loss statement--a list of the income and expenses of a business over a specific time.

II. Establish policies and procedures for company security.

(Objective 2)

A. Common types of business crimes

1. Shoplifting
2. Passing bad checks
3. Employee theft
4. Burglary and robbery
5. Vendor theft

B. Train employees in techniques to minimize shoplifting losses:

1. Use alert, assertive selling at all times; greet each customer promptly.
2. Let customers know that you see them. If you are busy, say, "I'll be with you in a moment."
3. If you suspect a potential shoplifter, watch that customer openly, but courteously.
4. Place expensive items behind the counter or in a closed display case.
5. Keep aisles clear.
6. Check dressing rooms often for items left by customers.
7. Keep empty hangers off display racks at all times.
8. Check merchandise as you write up the order. Look for ticket switching and concealment of additional merchandise inside the merchandise the customer is buying.
9. Be especially alert during the busy opening, closing and lunch hours.
10. Be especially observant of people wearing loose, bulky coats or dresses.
11. Never leave a section of the building unattended.

C. Mechanical devices that help minimize shoplifting

1. Place mirrors in the corners of your business.
2. Install one-way windows with an overall view of the business in the office or rear of the store.
3. Use tamper-proof price tags.
4. Use electronic tags which activate an alarm at the door if not removed.

D. Ways employees steal from their company

1. By pocketing the money from a customer who has paid with the exact change
2. By ringing up a lower price on an item for a friend
3. By keeping a customer's sales receipt to use as "verification" of his/her own purchase
4. By putting merchandise into his/her car from the loading dock before it is brought into the store
5. By intentionally damaging goods in order to get them at reduced prices

E. Ways to control employee theft

1. Observe the behavior patterns of employees. Employees who appear to be living beyond their means should be watched.
2. Pay close attention to cash register clues. Watch especially for too many "no sales," a large number

of over-rings and voids, or any pattern of cash register shortages.
3. Hire honest employees. Check references and past performances.
4. Encourage honesty. Set high standards and a good example.
5. Establish realistic goals. Expecting employees to achieve the impossible is an invitation to cheat.
6. Be fair. Employees who feel mistreated are more likely to try to get even.

F. Ways to reduce your chances of being robbed

1. Make regular and frequent bank deposits. Vary your hours for bank deposits and the routes you take to the bank if possible. Do not carry cash in obvious containers.
2. Do not keep large amounts of cash in your building overnight.
3. Light your business inside and outside. This practice helps patrolling police spot robbers and causes thieves to think twice before approaching your store.
4. Keep windows uncluttered to give outsiders a clear view of the store's interior.
5. Advertise with decals that you use a security system and keep minimum or no cash balances.

G. Other small business risks

1. Fire
2. Natural disasters
3. Bad debt losses
4. Personal injury claims
5. Product liability claims

H. Ways to minimize losses due to risks

1. Buy insurance.
2. Self-insure.
3. Institute a loss-prevention program and educate employees on how to reduce losses.
4. Transfer the risk to others by leasing property and/or equipment and let the leasing agent carry the insurance.

III. Safety measures and accident prevention procedures

(Objective 3)

A. Ways to prevent accidents

1. Keep entrances, doorways, stairs, and floor areas clear of obstructions.

2. Keep displays neat, clean, and orderly.
3. Keep fitting rooms free of hangers, tickets, merchandise and pins.
4. Keep sidewalks and parking areas in good repair and well lighted.
5. Keep electrical equipment in safe condition and wires and extension cords covered or secured.

B. Ways to handle accidents that occur

1. Follow store's rules for handling accidents.
2. Examples of accident rules
    a. Call a competent physician or a proper authority.
    b. Make a complete record of the accident. Include the customer's name and address, the time of the accident, a description, and the names of any witnesses. If possible, get customer to sign the record.
    c. Remove the cause of the accident immediately to prevent a second occurrence.

IV. Maintenance and housekeeping procedures

(Objective 4)

A. Housekeeping--the duties of making a store neat, clean, and bright looking

B. Maintenance of the store building and equipment

C. Providing adequate heating, ventilation, and lighting

D. Supervising new construction work

V. Banking tasks

(Objective 5; TM 1, 2, 3, 4; AS 1, 2, 3)

A. Deposit slips--a record of checks and/or cash being put in an account. All checks must be properly endorsed.

B. Checkbook--used to issue funds from your account. The check register is used to keep track of the money that remains in the account and to record where the money was spent and why.

C. Bank statement--a computer printout issued by the bank which shows:

1. A beginning balance.
2. Amounts deducted by the bank from your account to pay the checks you have written.

3. Amounts deducted by the bank from your account to cover service charges.
4. Amounts added to your account from deposits you have made.
5. An ending balance.
6. Your cancelled (paid) checks are included with the bank statement when it is mailed to you.

D. Bank reconciliation statement (often printed on the back of the bank statement)--used to determine whether the balance reported by the bank matches the balance (at that time) in your checkbook, and to help you determine the cause if it does not.

VI. Financial reports and records

(Objective 6)

A. Sales

B. Warehouse and shipping control

C. Quality control

D. Inventory control

E. Purchasing

F. Cost accounting

G. Finance and credit

H. Bookkeeping

I. Inventory and purchasing

J. Cash records

K. Credit

L. Employees

M. Fixtures and property

VII. Make plans according to financial reports and records.

(Objective 7; TM 5, 6, 7)

A. Financial management of your small business may involve:

1. Analyzing the components of the balance sheet and the profit and loss statement
2. Calculating various types of depreciation allowances
3. Determining the cash flow needs of the company

B. To gain financial control of your business, you will need some basic accounting tools.

1. A balance sheet--a summary of your company's accounts at a particular time. It lists your assets and liabilities and reflects your net worth.
2. A profit and loss statement--reflects the income and expenses of a business over a specific time. It is usually composed of:
    a. Gross sales
    b. The cost of the goods sold
    c. The gross profit on sales
    d. Expenses
    e. Net profit or net loss
3. A depreciation schedule--spreads the cost of a tangible fixed asset over its useful life. The amount that is allotted to each year is a charge for that year and the value of the asset is reduced each year by that amount.
4. A cash forecast statement--which is used to predict future cash needs of the business.

VIII. Comply with laws regarding taxes and payroll.

(Objective 8; TM 8)

A. Your business will be subject to federal, state, and local taxes. Among these are:

1. Your share of the social security taxes.
2. Excise taxes.
3. Federal income taxes.
4. State and/or local corporate income, property, and wage taxes.

B. From your employees' wages you must deduct:

1. Their share of the social security taxes.
2. Federal income taxes.
3. State and local taxes (where required).

IX. Manage credit policies and procedures.

(Objective 9)

A. Reasons for offering credit

1. Charge accounts create customer loyalty.
2. Credit customers may be less price-conscious.
3. Credit customers buy more freely.
4. Credit may attract customers who will pay more for quality.
5. Credit builds goodwill.

6. Credit helps smooth out business peaks.

B. Guidelines for evaluating credit applicants

1. Character--the person's sense of responsibility in meeting financial obligations.
2. Capacity--the person's ability to earn money.
3. Capital--the physical and financial assets of the applicant.

C. There are different types of credit plans

1. They honor one or more of several established credit cards.
    a. Major bank credit card systems
    b. Travel and entertainment cards
2. They allow customers to open accounts with you directly.
    a. For individual purchases--a monthly statement is sent and the customer must pay the entire bill.
    b. Revolving credit--a monthly bill is sent and the customer must pay at least a certain minimum percent of the bill. A finance charge may be added to the balance depending on how much of the previous bill was not paid.

D. Evaluating the benefits of credit

1. Estimate the amount of business per year due to credit.
2. Multiply the percent net profit on the business by the yearly amount of estimated sales.
3. Subtract your costs of providing credit.
4. The result is the cost (loss) or benefit (profit) that credit sales bring to your business.

E. Evaluating the benefits of credit cards

1. Calculate how much you pay in discounts to the credit card issuer.
2. Add the cost of credit verification telephone calls, and other credit processing costs.
3. Compare the total with the benefits that credit brings in additional sales.

X. Promote firm through participation in professional and civic organizations.

(Objective 10)

A. Inform the community

    1. About the policies, operations, and problems of the store
    2. About its products or services
    3. About the number of people employed, the amount of the payroll, the amount paid in taxes, the amount spent locally, and what the business contributes to local social and economic life

B. Correct misunderstandings and answer criticism of the company and its policies in an honest, objective, and positive manner

C. Establish the company as an important part of community life

    1. Through contributions to local institutions
    2. Through participation in neighborhood affairs and activities

D. Find out what members of the community think and say about the company, its policies, and operations

E. Support local efforts to improve the quality of life in the community

    1. Parks
    2. Auditoriums
    3. Recreation programs
    4. Stadiums

F. Cooperate with other companies in the community in promoting a better understanding of business

XI. Keep informed concerning trends/developments.

(Objective 11)

A. Accountant

B. Ad agency

C. Lawyer

D. Public relations consultant

XII. Promote sales through in-store techniques and media advertising.

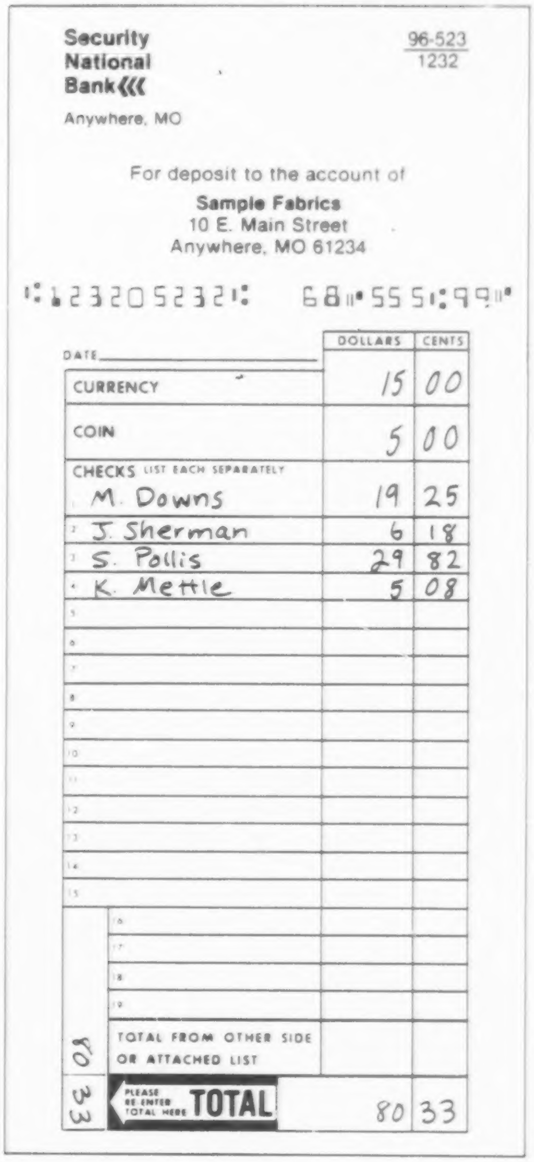
(Objective 12; AS 4)

A. Sales promotion--an activity used to generate sale of a product or service

    1. In-store promotions

    - a. Show window displays
    - b. Floor displays
    - c. Money-off sales
    - d. Special product promotions
2. Advertising
    - a. Newspaper
    - b. Radio
    - c. Television
    - d. Direct mail to regular customers or to a target audience
    - e. Coupons
    - f. Posters, flyers, billboards, etc.

Banking Deposit Slip



Security
National
Bank

Anywhere, MO

96-523
1232

For deposit to the account of

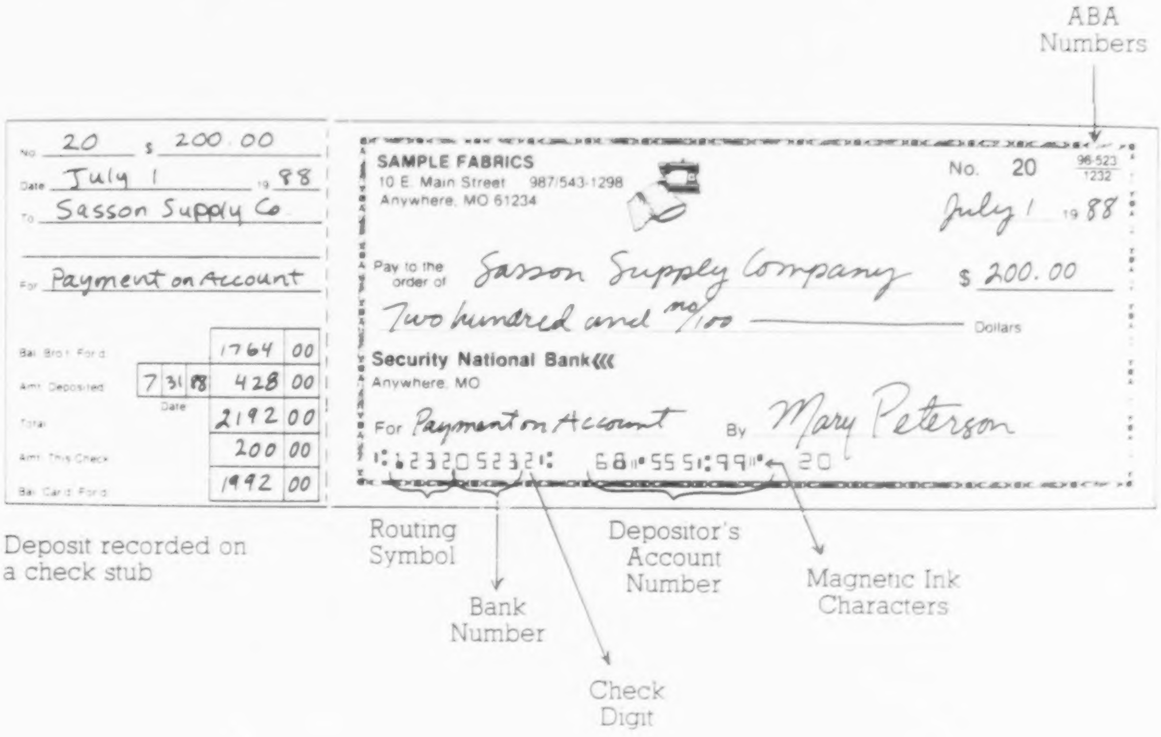
Sample Fabrics
10 E. Main Street
Anywhere, MO 61234

⑆123205232⑆ 68⑈555⑆99⑈

DATE________________

	DOLLARS	CENTS
CURRENCY	15	00
COIN	5	00
CHECKS LIST EACH SEPARATELY		
1 M. Downs	19	25
2 J. Sherman	6	18
3 S. Pollis	29	82
4 K. Mettle	5	08
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		
17		
18		
19		
TOTAL FROM OTHER SIDE OR ATTACHED LIST		
80 33 ← PLEASE RE-ENTER TOTAL HERE **TOTAL**	80	33

Business Check


ABA
Numbers
Routing
Symbol
Bank
Number
Check
Digit
Depositor's
Account
Number
Magnetic Ink
Characters

No. 20 $ 200.00
Date July 1 19 88
To Sasson Supply Co
For Payment on Account

Bal. Bro't. For'd		1764	00
Amt. Deposited	7 31 88 Date	428	00
Total		2192	00
Amt. This Check		200	00
Bal. Car'd. For'd		1992	00

Deposit recorded on
a check stub

SAMPLE FABRICS
10 E. Main Street 987/543-1298
Anywhere, MO 61234

No. 20 $\frac{96\text{-}523}{1232}$

July 1 19 88

Pay to the order of Sasson Supply Company $ 200.00

Two hundred and no/100 ———— Dollars

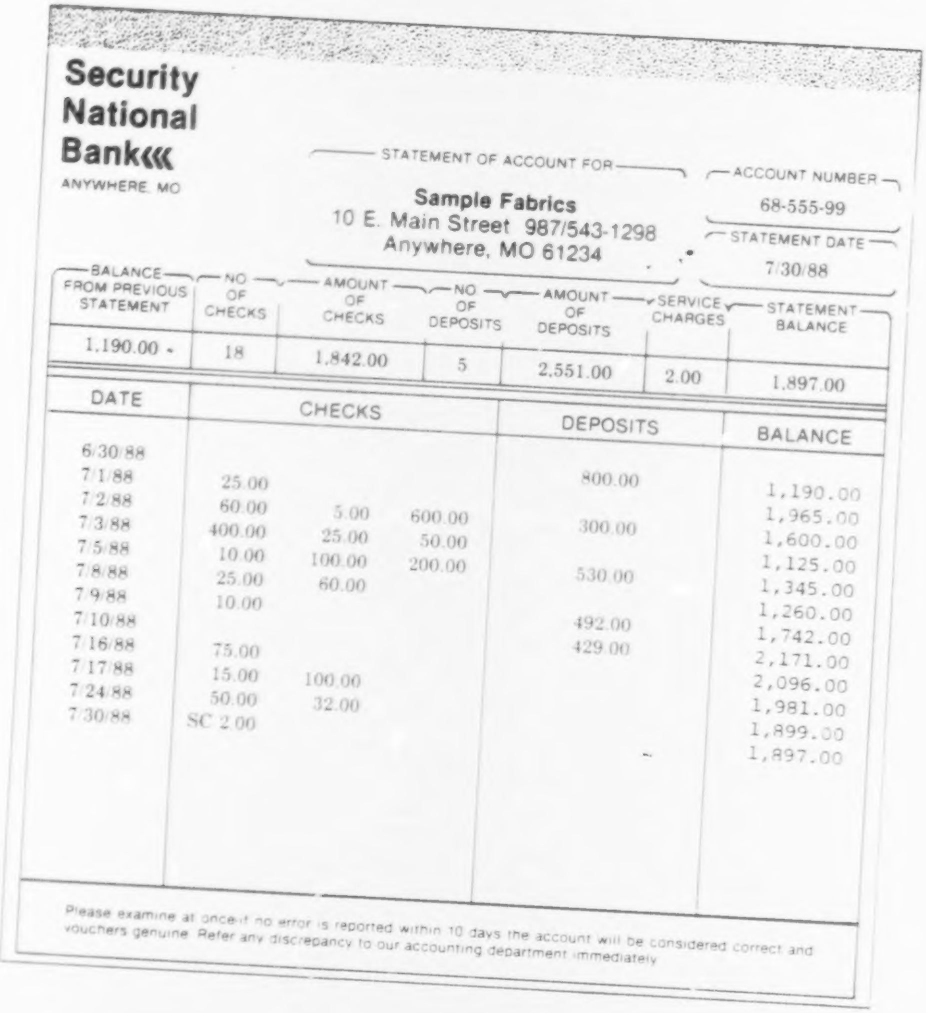
Security National Bank
Anywhere, MO

For Payment on Account By Mary Peterson

:123205232: 68"555:99" 20

TM 3

Bank Statement



Security National Bank
ANYWHERE, MO

STATEMENT OF ACCOUNT FOR

Sample Fabrics
10 E. Main Street 987/543-1298
Anywhere, MO 61234

ACCOUNT NUMBER
68-555-99

STATEMENT DATE
7/30/88

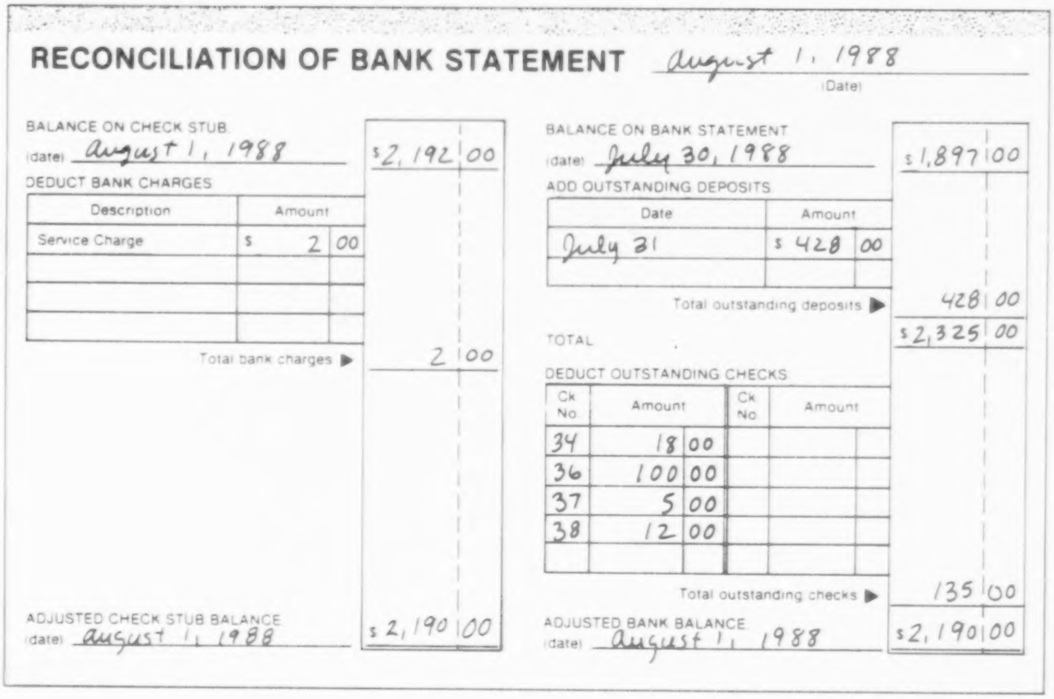
BALANCE FROM PREVIOUS STATEMENT	NO OF CHECKS	AMOUNT OF CHECKS	NO OF DEPOSITS	AMOUNT OF DEPOSITS	SERVICE CHARGES	STATEMENT BALANCE
1,190.00	18	1,842.00	5	2,551.00	2.00	1,897.00

DATE	CHECKS			DEPOSITS	BALANCE
6/30/88					1,190.00
7/1/88	25.00			800.00	1,965.00
7/2/88	60.00	5.00	600.00	300.00	1,600.00
7/3/88	400.00	25.00	50.00		1,125.00
7/5/88	10.00	100.00	200.00	530.00	1,345.00
7/8/88	25.00	60.00			1,260.00
7/9/88	10.00			492.00	1,742.00
7/10/88				429.00	2,171.00
7/16/88	75.00				2,096.00
7/17/88	15.00	100.00			1,981.00
7/24/88	50.00	32.00			1,899.00
7/30/88	SC 2.00				1,897.00

Please examine at once-if no error is reported within 10 days the account will be considered correct and vouchers genuine. Refer any discrepancy to our accounting department immediately.

TM 4

Bank Reconciliation



RECONCILIATION OF BANK STATEMENT August 1, 1988
(Date)

BALANCE ON CHECK STUB
(date) August 1, 1988 $2,192 00

DEDUCT BANK CHARGES

Description	Amount
Service Charge	$ 2 00

Total bank charges ▶ 2 00

ADJUSTED CHECK STUB BALANCE
(date) August 1, 1988 $2,190 00

BALANCE ON BANK STATEMENT
(date) July 30, 1988 $1,897 00

ADD OUTSTANDING DEPOSITS

Date	Amount
July 31	$ 428 00

Total outstanding deposits ▶ 428 00

TOTAL $2,325 00

DEDUCT OUTSTANDING CHECKS

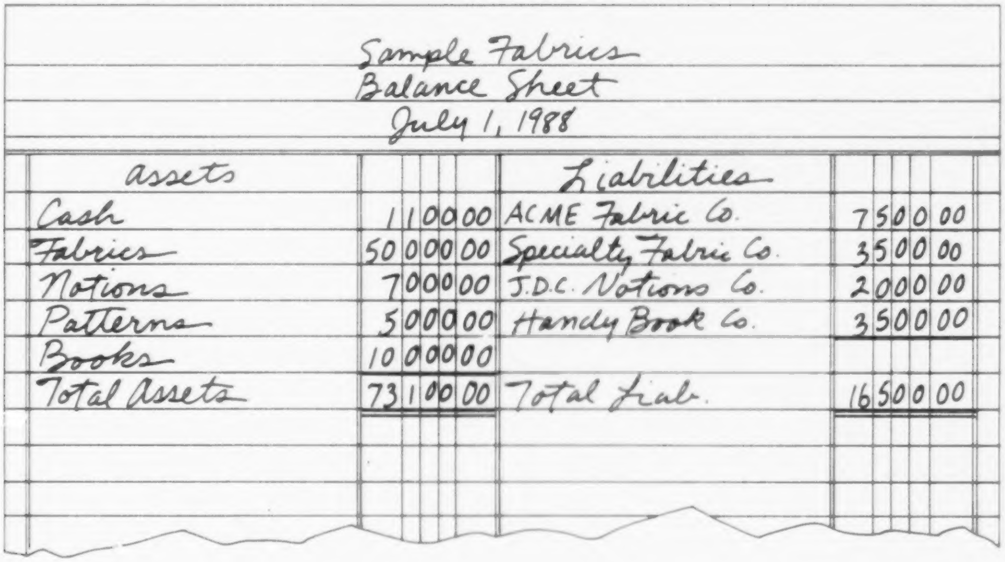
Ck No.	Amount	Ck No.	Amount
34	18 00		
36	100 00		
37	5 00		
38	12 00		

Total outstanding checks ▶ 135 00

ADJUSTED BANK BALANCE
(date) August 1, 1988 $2,190 00

TM 5

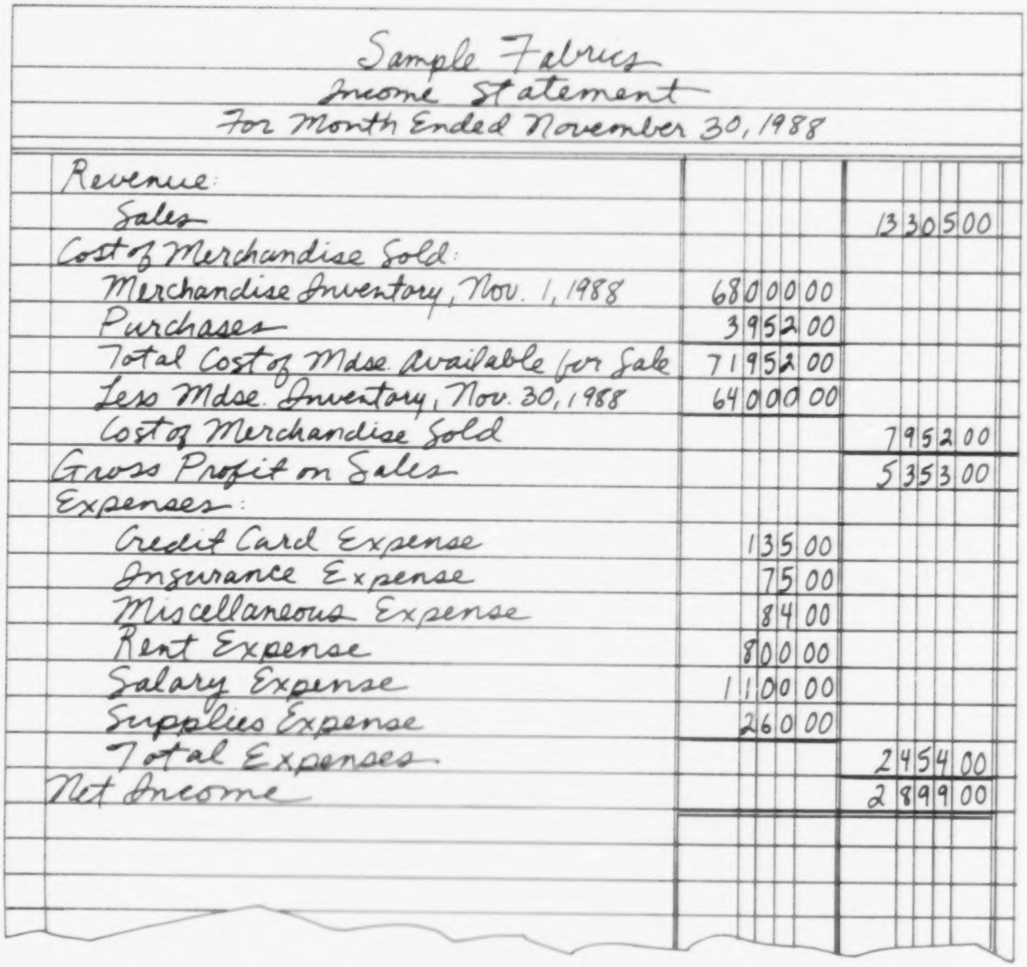
Balance Sheet



Sample Fabrics
Balance Sheet
July 1, 1988

Assets		Liabilities	
Cash	1100 00	ACME Fabric Co.	7500 00
Fabrics	50000 00	Specialty Fabric Co.	3500 00
Notions	7000 00	J.D.C. Notions Co.	2000 00
Patterns	5000 00	Handy Book Co.	3500 00
Books	10000 00		
Total Assets	73100 00	Total Liab.	16500 00

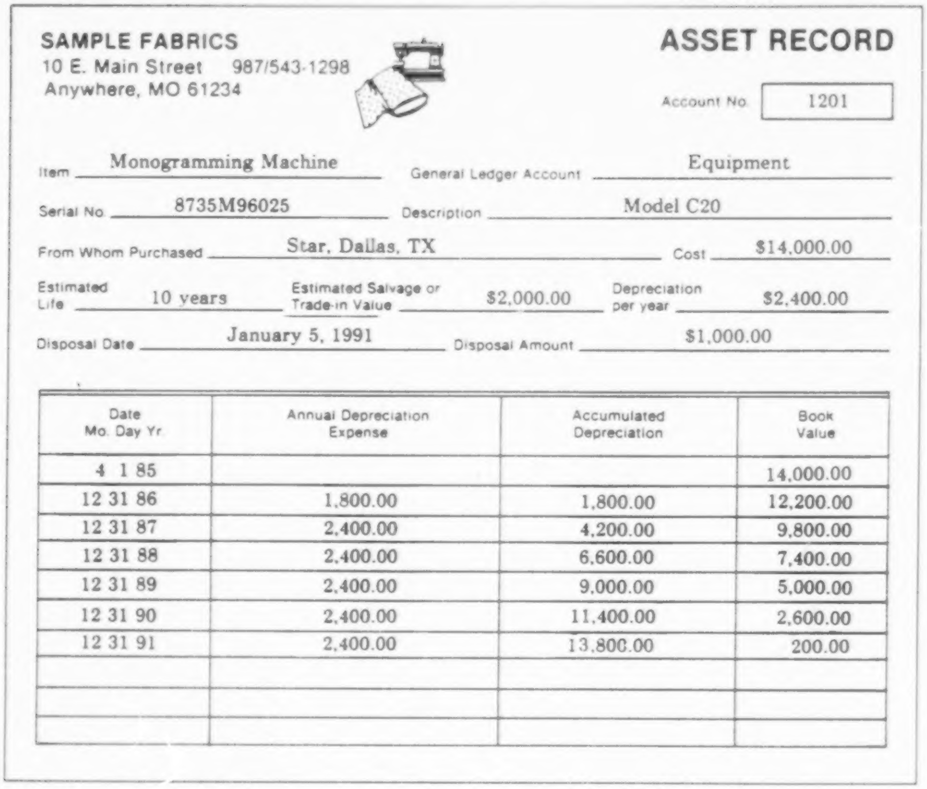
Profit and Loss Statement



Sample Fabrics
Income Statement
For Month Ended November 30, 1988

Revenue:		
Sales		13305 00
Cost of Merchandise Sold:		
Merchandise Inventory, Nov. 1, 1988	68000 00	
Purchases	3952 00	
Total Cost of Mdse. Available for Sale	71952 00	
Less Mdse. Inventory, Nov. 30, 1988	64000 00	
Cost of Merchandise Sold		7952 00
Gross Profit on Sales		5353 00
Expenses:		
Credit Card Expense	135 00	
Insurance Expense	75 00	
Miscellaneous Expense	84 00	
Rent Expense	800 00	
Salary Expense	1100 00	
Supplies Expense	260 00	
Total Expenses		2454 00
Net Income		2899 00

Depreciation Schedule



SAMPLE FABRICS
10 E. Main Street 987/543-1298
Anywhere, MO 61234

ASSET RECORD

Account No. 1201

Item Monogramming Machine

General Ledger Account Equipment

Serial No. 8735M96025

Description Model C20

From Whom Purchased Star, Dallas, TX

Cost $14,000.00

Estimated Life 10 years

Estimated Salvage or Trade-in Value $2,000.00

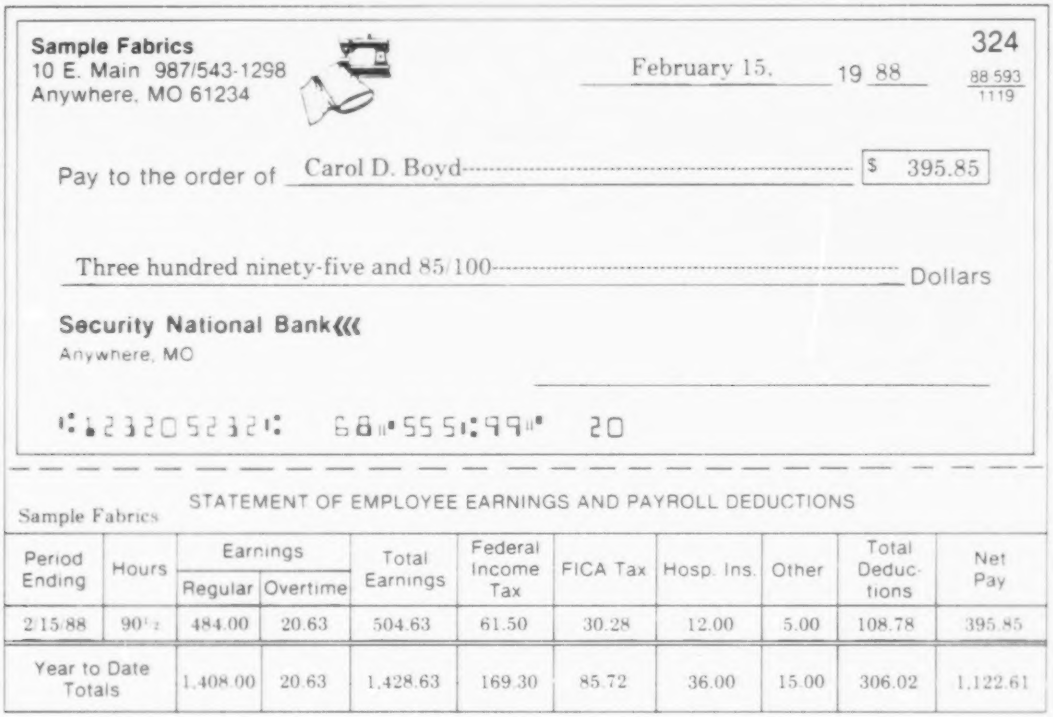
Depreciation per year $2,400.00

Disposal Date January 5, 1991

Disposal Amount $1,000.00

Date Mo. Day Yr.	Annual Depreciation Expense	Accumulated Depreciation	Book Value
4 1 85			14,000.00
12 31 86	1,800.00	1,800.00	12,200.00
12 31 87	2,400.00	4,200.00	9,800.00
12 31 88	2,400.00	6,600.00	7,400.00
12 31 89	2,400.00	9,000.00	5,000.00
12 31 90	2,400.00	11,400.00	2,600.00
12 31 91	2,400.00	13,800.00	200.00

Payroll Check



Sample Fabrics
10 E. Main 987/543-1298
Anywhere, MO 61234

324

February 15, 19 88

88-593
1119

Pay to the order of Carol D. Boyd-------------------- $ 395.85

Three hundred ninety-five and 85/100-------------------- Dollars

Security National Bank
Anywhere, MO

⑆123205232⑆ 68⑈555⑆99⑈ 20

Sample Fabrics

STATEMENT OF EMPLOYEE EARNINGS AND PAYROLL DEDUCTIONS

Period Ending	Hours	Earnings		Total Earnings	Federal Income Tax	FICA Tax	Hosp. Ins.	Other	Total Deductions	Net Pay
		Regular	Overtime							
2/15/88	90½	484.00	20.63	504.63	61.50	30.28	12.00	5.00	108.78	395.85
Year to Date Totals		1,408.00	20.63	1,428.63	169.30	85.72	36.00	15.00	306.02	1,122.61

Name____

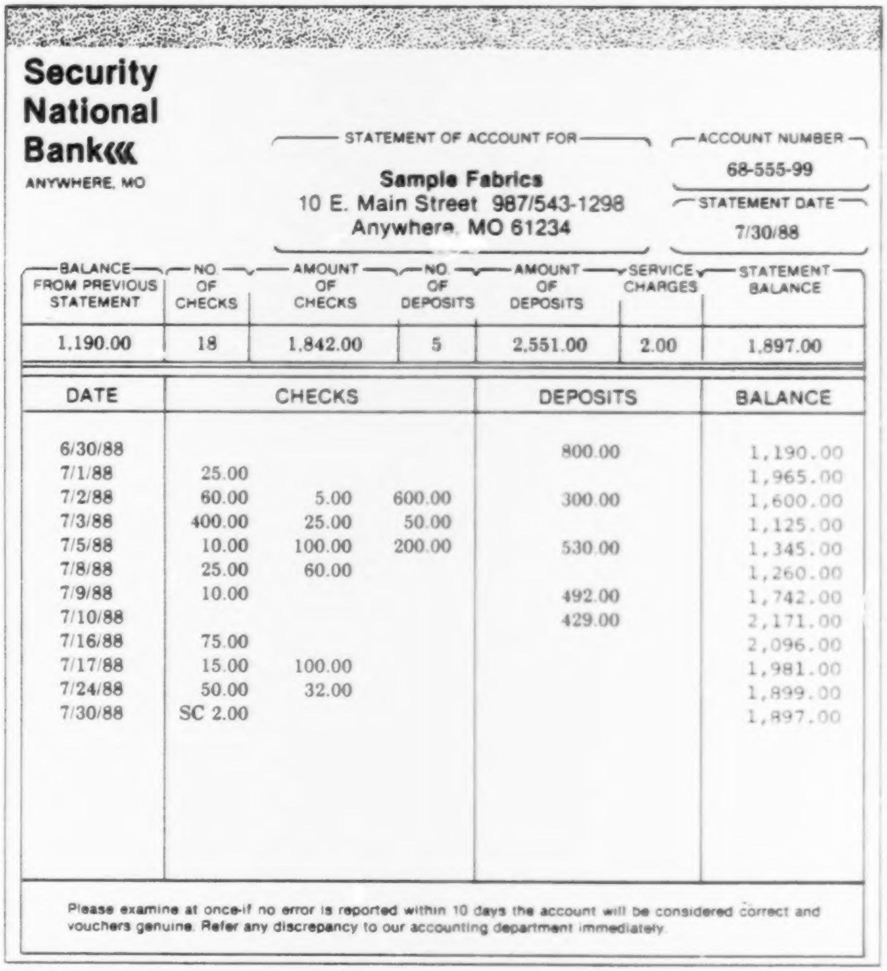
DEVELOPING ENTREPRENEURIAL SKILLS

UNIT V

ASSIGNMENT SHEET 1--UNDERSTANDING A BANK STATEMENT

Directions: Using the bank statement on the next page, answer the following questions.

1. Whose bank statement is this? ____________________________
2. What is the account number? ______
3. What was the beginning balance? ______
4. What was the balance on the date this statement was prepared? ______
5. Is that balance likely to be the same as the one in the checkbook on the day the statement arrives? ______
6. How many deposits were made? ______
7. How many checks did the bank process? ______
8. How much were bank service charges for this month? ______
9. On what date was the last check posted to this statement? _____________



Security National Bank
ANYWHERE, MO

STATEMENT OF ACCOUNT FOR

Sample Fabrics
10 E. Main Street 987/543-1298
Anywhere, MO 61234

ACCOUNT NUMBER: 68-555-99

STATEMENT DATE: 7/30/88

BALANCE FROM PREVIOUS STATEMENT	NO. OF CHECKS	AMOUNT OF CHECKS	NO. OF DEPOSITS	AMOUNT OF DEPOSITS	SERVICE CHARGES	STATEMENT BALANCE
1,190.00	18	1,842.00	5	2,551.00	2.00	1,897.00

DATE	CHECKS			DEPOSITS	BALANCE
6/30/88				800.00	1,190.00
7/1/88	25.00				1,965.00
7/2/88	60.00	5.00	600.00	300.00	1,600.00
7/3/88	400.00	25.00	50.00		1,125.00
7/5/88	10.00	100.00	200.00	530.00	1,345.00
7/8/88	25.00	60.00			1,260.00
7/9/88	10.00			492.00	1,742.00
7/10/88				429.00	2,171.00
7/16/88	75.00				2,096.00
7/17/88	15.00	100.00			1,981.00
7/24/88	50.00	32.00			1,899.00
7/30/88	SC 2.00				1,897.00

Please examine at once-if no error is reported within 10 days the account will be considered correct and vouchers genuine. Refer any discrepancy to our accounting department immediately.

Name____

DEVELOPING ENTREPRENEURIAL SKILLS

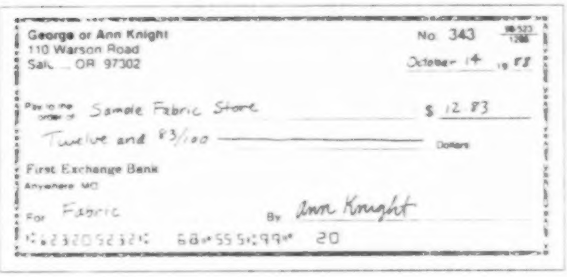
UNIT V

ASSIGNMENT SHEET 2--PREPARING A BANK DEPOSIT SLIP

Directions: You are preparing the deposit for the Sample Fabric Store on October 14 of the current year. The checking account number is 68-55599. You are depositing $195.00 in bills and $25.06 in coins. You also have the two checks reproduced below.

1. Endorse checks using the words "for deposit only," the store name and your signature.

2. Prepare the deposit slip that appears on the next page.



George or Ann Knight
110 Warson Road
Sal[illegible] OR 97302

No. 343

October 14, 19 88

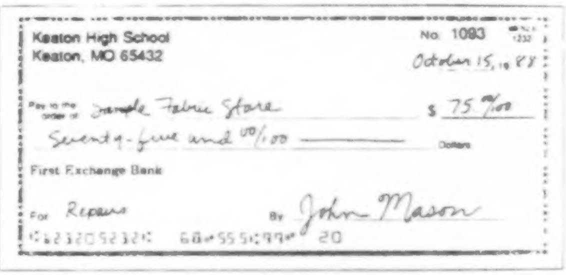
Pay to the order of Sample Fabric Store $ 12.83

Twelve and 83/100 ———————— Dollars

First Exchange Bank
Anywhere MO

For Fabric By Ann Knight

⑆6232052 32⑆ 68⑈555⑆99⑈ 20



Keaton High School
Keaton, MO 65432

No. 1093

October 15, 19 88

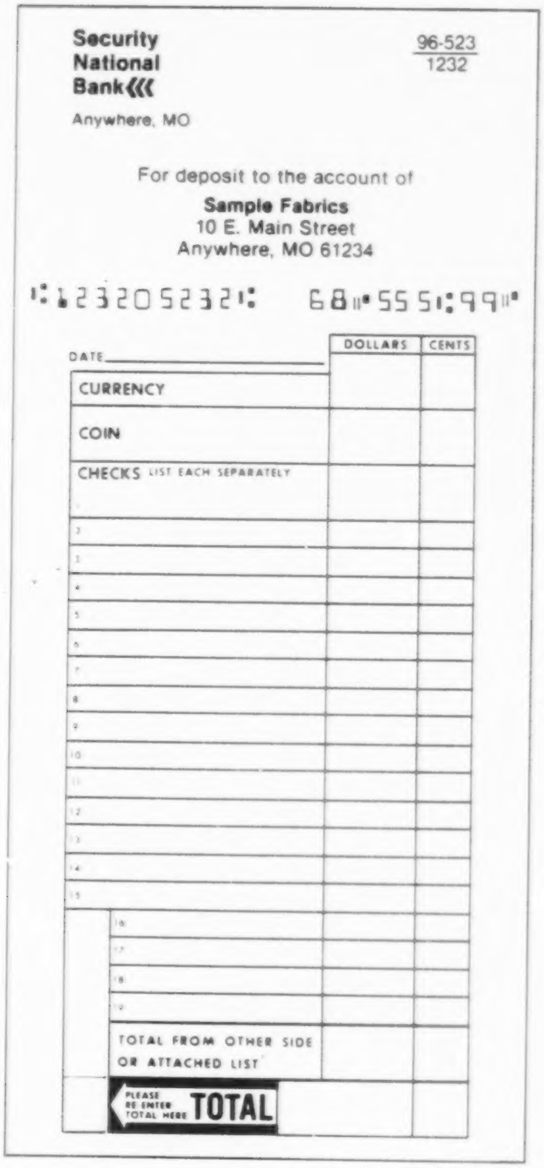
Pay to the order of Sample Fabric Store $ 75 00/100

Seventy-five and 00/100 ———————— Dollars

First Exchange Bank

For Repairs By John Mason

⑆6232052 32⑆ 68⑈555⑆99⑈ 20



Security
National
Bank

Anywhere, MO

96-523
1232

For deposit to the account of

Sample Fabrics
10 E. Main Street
Anywhere, MO 61234

⑆123205232⑆ 68⑈555⑆99⑈

DATE ____________________

	DOLLARS	CENTS
CURRENCY		
COIN		
CHECKS LIST EACH SEPARATELY 1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		
17		
18		
19		
TOTAL FROM OTHER SIDE OR ATTACHED LIST		
PLEASE BE ENTER TOTAL HERE **TOTAL**		

Name____

DEVELOPING ENTREPRENEURIAL SKILLS

UNIT V

ASSIGNMENT SHEET 3--PAYING BILLS

Directions: You are authorized to sign checks for the Sample Fabric Store. The first check is numbered 35. The balance brought forward from check stub No. 34 is $749.82. Use today's date. Make checks to pay the following bills. (Be sure to complete the stub.)

$25.00 to Waters Supply Company for office supplies

$182.95 to J and C Woolen Mills for fabric (Invoice # 302)

$75.00 to Lawson Business Equipment Company for repairs to cash register

$10.00 to John Miller for washing windows

No. ________ $ ________
Date ________ 19 ____
To ________
____
For ________

Bal. Bro't Forw'd	
Amt. Deposited	
Date	
Total	
Amt. This Check	
Bal. Car'd Forw'd	

SAMPLE FABRICS
10 E. Main Street 987/543-1298
Anywhere, MO 61234

No. 35 96-523/1232

19 ____

Pay to the order of ________ $ ________

Dollars

Security National Bank
Anywhere, MO

For ________ By ________

⑆123205232⑆ 68⑈555⑆99⑈ 20

No. ________ $ ________
Date ________ 19 ____
To ________
____
For ________

Bal. Bro't Forw'd	
Amt. Deposited	
Date	
Total	
Amt. This Check	
Bal. Car'd Forw'd	

SAMPLE FABRICS
10 E. Main Street 987/543-1298
Anywhere, MO 61234

No. 36 96-523/1232

19 ____

Pay to the order of ________ $ ________

Dollars

Security National Bank
Anywhere, MO

For ________ By ________

⑆123205232⑆ 68⑈555⑆99⑈ 20

No. ________ $ ________
Date ________ 19 ____
To ________
____
For ________

Bal. Bro't Forw'd	
Amt. Deposited	
Date	
Total	
Amt. This Check	
Bal. Car'd Forw'd	

SAMPLE FABRICS
10 E. Main Street 987/543-1298
Anywhere, MO 61234

No. 37 96-523/1232

19 ____

Pay to the order of ________ $ ________

Dollars

Security National Bank
Anywhere, MO

For ________ By ________

⑆123205232⑆ 68⑈555⑆99⑈ 20

No. ________ $ ________
Date ________ 19 ____
To ________
____
For ________

Bal. Bro't Forw'd	
Amt. Deposited	
Date	
Total	
Amt. This Check	
Bal. Car'd Forw'd	

SAMPLE FABRICS
10 E. Main Street 987/543-1298
Anywhere, MO 61234

No. 38 96-523/1232

19 ____

Pay to the order of ________ $ ________

Dollars

Security National Bank
Anywhere, MO

For ________ By ________

⑆123205232⑆ 68⑈555⑆99⑈ 20

Name____

DEVELOPING ENTREPRENEURIAL SKILLS

UNIT V

ASSIGNMENT SHEET 4--PLANNING PROMOTION AND ADVERTISING

Directions: You are the owner/manager of the Perfect Style Shoe Store. You are planning an after-Christmas promotion for the month of January.

1. Describe briefly two types of in-store promotions you will use.

2. Because of your limited budget you can only use two of the following advertising medias: direct mail, radio, television, newspaper, flyers, billboards. Describe briefly how you will advertise in the two you choose. Include the information you especially want to emphasize.

   A.

   B.

DEVELOPING ENTREPRENEURIAL SKILLS

UNIT V

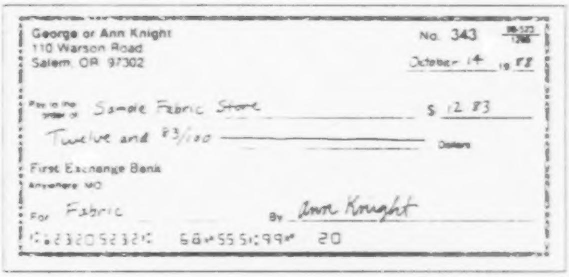
ANSWERS TO ASSIGNMENT SHEETS

ASSIGNMENT SHEET 1

1. Sample Fabrics
2. 68-555-99
3. 1,190.00
4. 1,897.00
5. No
6. 5
7. 18
8. 2.00
9. 7/30/88

ASSIGNMENT SHEET 2

Part 1: Endorse checks:



George or Ann Knight
110 Warson Road
Salem, OR 97302

No. 343

October 14 19 88

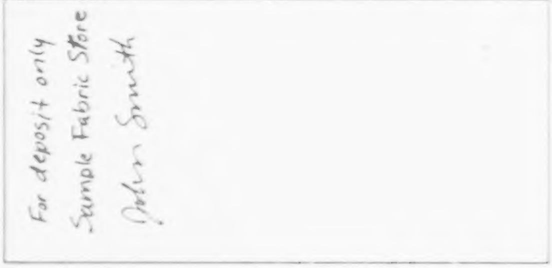
Pay to the order of Sample Fabric Store $ 12.83

Twelve and 83/100 Dollars

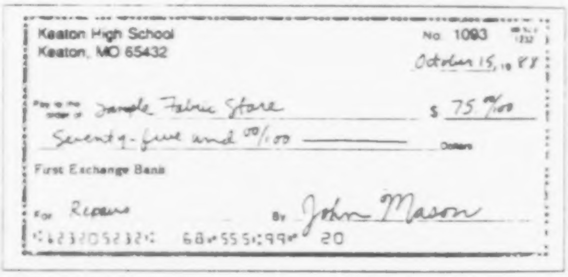
First Exchange Bank
Anywhere, MO

For Fabric By Ann Knight

⑆623205232⑆ 68⑈555⑆99⑈ 20



For deposit only
Sample Fabric Store
John Smith



Keaton High School
Keaton, MO 65432

No. 1093

October 15, 19 88

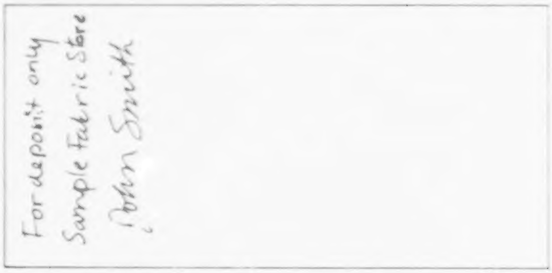
Pay to the order of Sample Fabric Store $ 75 00/100

Seventy-five and 00/100 Dollars

First Exchange Bank

For Repairs By John Mason

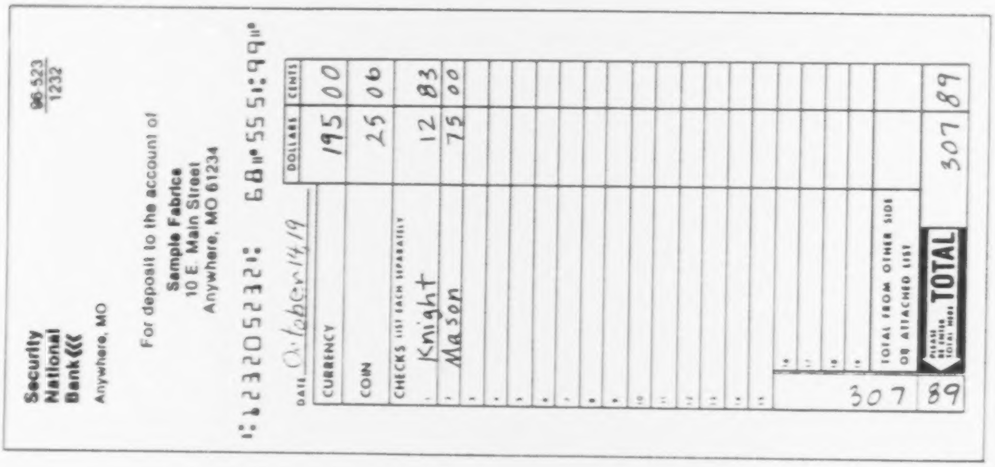
⑆623205232⑆ 68⑈555⑆99⑈ 20



For deposit only
Sample Fabric Store
John Smith

ASSIGNMENT SHEET 2, continued

Part 2: Prepare deposit slip:



Security National Bank
Anywhere, MO

96-523/1232

For deposit to the account of
Sample Fabrics
10 E. Main Street
Anywhere, MO 61234

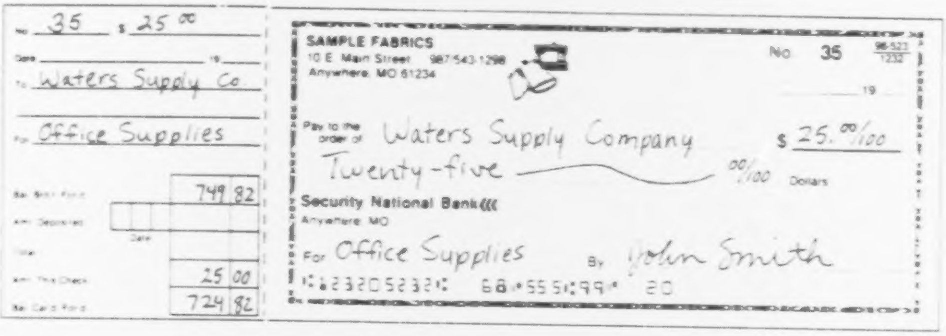
⑆123205232⑆ 68⑈555⑆99⑈

DATE October 14 19

	DOLLARS	CENTS
CURRENCY	195	00
COIN	25	06
CHECKS LIST EACH SEPARATELY		
1 Knight	12	83
2 Mason	75	00
TOTAL FROM OTHER SIDE OR ATTACHED LIST		
TOTAL	307	89

307 89

ASSIGNMENT SHEET 3



No. 35 $ 25.00
Date ______ 19__
To Waters Supply Co
For Office Supplies

Bal. Bro't Forw'd	749	82
Amt. Deposited		
Total		
Amt. This Check	25	00
Bal. Car'd Forw'd	724	82

SAMPLE FABRICS
10 E. Main Street 987/543-1298
Anywhere, MO 61234

No. 35 96-523/1232

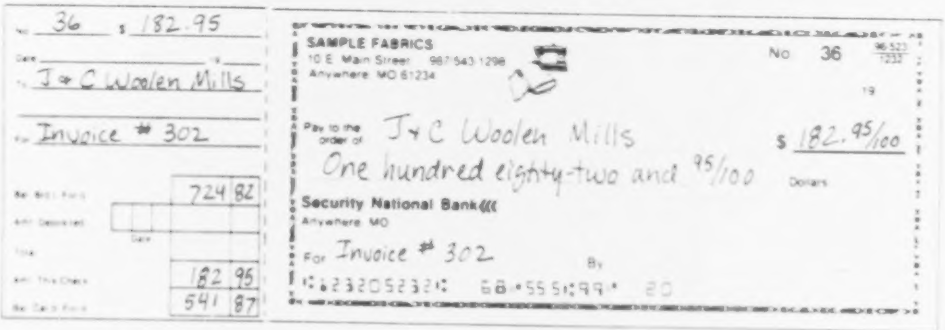
______ 19__

Pay to the order of Waters Supply Company $ 25.00/100
Twenty-five 00/100 Dollars

Security National Bank
Anywhere, MO

For Office Supplies By John Smith

⑆123205232⑆ 68⑈555⑆99⑈ 20



No. 36 $ 182.95
Date ______ 19__
To J & C Woolen Mills
For Invoice # 302

Bal. Bro't Forw'd	724	82
Amt. Deposited		
Total		
Amt. This Check	182	95
Bal. Car'd Forw'd	541	87

SAMPLE FABRICS
10 E. Main Street 987/543-1298
Anywhere, MO 61234

No. 36 96-523/1232

______ 19__

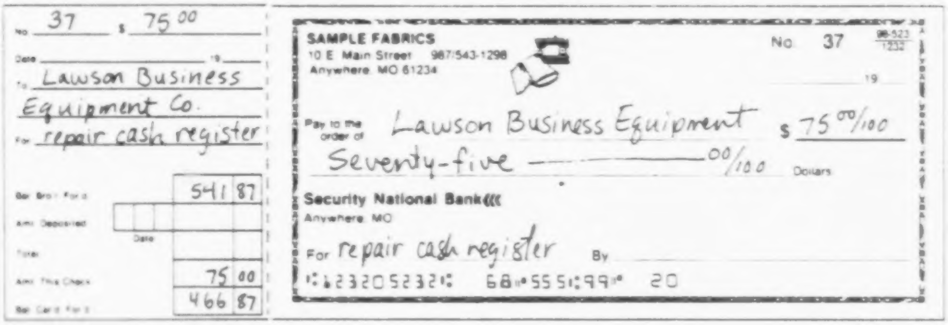
Pay to the order of J & C Woolen Mills $ 182.95/100
One hundred eighty-two and 95/100 Dollars

Security National Bank
Anywhere, MO

For Invoice # 302 By

⑆123205232⑆ 68⑈555⑆99⑈ 20

Assignment Sheet 3, continued



No. 37 $ 75.00
Date ______ 19__
To Lawson Business Equipment Co.
For repair cash register

Bal. Bro't. For'd	541	87
Amt. Deposited		
Total		
Amt. This Check	75	00
Bal. Car'd. For'd	466	87

SAMPLE FABRICS
10 E. Main Street 987/543-1298
Anywhere, MO 61234

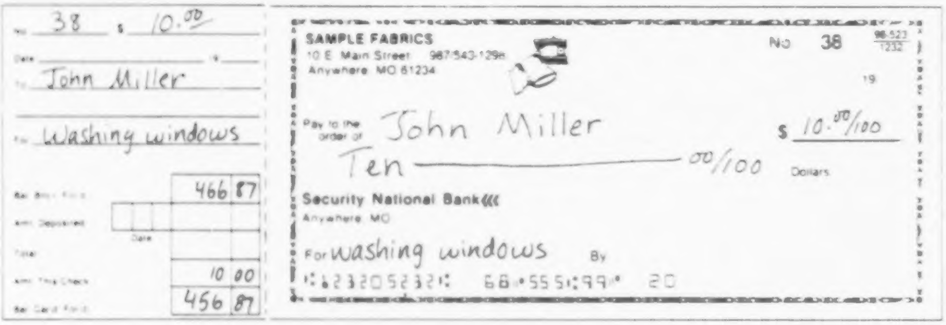
No. 37 98-523/1232
______ 19__

Pay to the order of Lawson Business Equipment $ 75 00/100
Seventy-five ———— 00/100 Dollars

Security National Bank
Anywhere, MO

For repair cash register By ______

⑆123205232⑆ 68⑈555⑆99⑈ 20



No. 38 $ 10.00
Date ______ 19__
To John Miller
For Washing windows

Bal. Bro't. For'd	466	87
Amt. Deposited		
Total		
Amt. This Check	10	00
Bal. Car'd. For'd	456	87

SAMPLE FABRICS
10 E. Main Street 987/543-1298
Anywhere, MO 61234

No. 38 98-523/1232
______ 19__

Pay to the order of John Miller $ 10.00/100
Ten ———— 00/100 Dollars

Security National Bank
Anywhere, MO

For washing windows By ______

⑆123205232⑆ 68⑈555⑆99⑈ 20

ASSIGNMENT SHEET 4

This assignment should be evaluated to the satisfaction of the instructor.

Name____

DEVELOPING ENTREPRENEURIAL SKILLS

UNIT V

UNIT TEST

Directions: Match each term with the best definition by writing the letter(s) in the space provided. Each term is used only once.

a. Entrepreneur

b. Deposit slip

c. Bank statement

d. Bank reconciliation statement

e. Balance sheet

ab. Depreciation allowance

ac. Profit and loss statement

ad. Advertise

ae. Media

_______ 1. Paid-for promotion of products or services through the media.

_______ 2. A schedule of the amount of value each asset will lose each year. The item's value divided by its life expectancy.

_______ 3. A person who organizes, operates or assumes the risk for a business venture.

_______ 4. The means of communication that reaches the general public and carries advertising: direct mail, television, radio, newspapers, etc.

_______ 5. A list of the income and expenses of a business over a specific time.

_______ 6. A record of cash and checks deposited in the bank.

_______ 7. A list of all the accounts in the bookkeeping ledger with their balances.

_______ 8. A statement issued monthly by the bank containing a record of all transactions: deposits made, checks written, and service charges.

_______ 9. A form for checking the bank statement against the checkbook record.

Directions: Match the customer situation with the technique that will minimize shoplifting.

a. Customer enters store

b. You suspect a potential shoplifter

c. Store aisles

d. Display racks

e. Opening, closing and lunch hours

ab. You are busy with another customer.

ac. You are selling some expensive items

ad. Dressing rooms

ae. Writing merchandise orders

bc. Customer is wearing a bulky coat

_______10. Be especially observant.

_______11. Greet customer promptly.

_______12. Check for ticket switching.

_______13. Say, "I'll be with you in a minute."

_______14. Keep cleared.

_______15. Watch customer openly, but courteously.

_______16. Don't let empty hangers accumulate.

_______17. Check for items left by customers.

_______18. Place these items in a closed case or behind counter.

_______19. Be especially alert.

Directions: For each statement that describes a mechanical device to help minimize shoplifting, mark a; for each statement that does not, mark b.

_______20. Mirrors in the corners of the business

_______21. A revolving door in the front of the store

_______22. One-way windows with an overall view of the business in the office or rear of the store

_______23. Tamper-proof price tags

_______24. A gun just below the cash register

_______25. Electronic tags that activate an alarm at the door if not removed

Directions: For each statement that describes common ways employees steal from their company, mark a; for each statement that does not, mark b.

_______26. Pocketing the money from a customer who has paid with exact change

_______27. Intentionally damaging goods in order to get them at a reduced price

_______28. Stealing purses or billfolds from customers

_______29. Ringing up a lower price on an item for a friend

_______30. Taking items from the rack during a work shift

_______31. Keeping a customer's sales receipt to use as "verification" of a personal purchase

_______32. Putting merchandise into his/her car from the loading dock before it is brought into the store

Directions: For each statement that describes common ways to control employee theft, mark a; for each statement that does not, mark b.

_______33. Be very strict, watching each move they make

_______34. Establish realistic goals for the employee

_______35. Observe behavior patterns of employees who appear to be living beyond their means

_______36. Encourage honesty

_______37. Do a limited search at the end of each shift

_______38. Pay close attention to cash register clues: too many "no sales," a large number of over-rings, etc.

_______39. Hire honest employees

Directions: For each statement that describes a way to reduce the chances of being robbed, mark a; for each statement that does not, mark b.

_______40. Make bank deposits at the same time each day.

_______41. Do not keep large amounts of cash in your building overnight.

_______42. Advertise with decals that you use a security system and don't keep cash at night.

_______43. Keep windows uncluttered to give outsiders a clear view of the store.

_______44. Don't make cash sales. Accept only checks or credit cards.

_______45. Light your business, inside and out, at night to help patrolling police spot robbers.

Directions: For each statement that describes a way to prevent accidents in the store, mark a; for each statement that does not, mark b.

_______46. Keep entrances, doorways, stairs, and floor area clear of obstructions.

_______47. Keep electrical equipment in safe condition and wires and extension cords covered or secured.

_______48. Keep sidewalks and parking areas in good repair and lighted.

_______49. Be sure floor surfaces are carpeted.

_______50. Avoid in-store displays that distract the customer's attention.

_______51. Keep fitting rooms free of hangers, tickets, merchandise and pins.

Directions: For each statement that is an item that must be deducted from an employee's wages, mark a; for each item that is not, mark b.

_______52. His/her share of the social security taxes

_______53. His/her contribution to the United Way campaign

_______54. Federal income taxes

_______55. State and local taxes (where required)

Directions: For each statement that is a reason for offering credit to customers, mark a; for each statement that is not, mark b.

_______56. It creates customer loyalty.

_______57. It may make customers less price-conscious.

_______58. It makes record keeping easier.

_______59. It reduces the chances for accounting mistakes.

_______60. It may encourage customers to buy more freely.

_______61. It may attract customers who will pay more for quality.

_______62. It helps support the banking industry.

_______63. It builds goodwill.

_______64. It helps smooth out business peaks.

Directions: For each statement that is a guideline for evaluating a potential credit applicant, mark a; for each statement that is not, mark b.

_______65. Character--the person's sense of responsibility in meeting financial obligations.

_______66. Appearance--a well dressed person is a better risk than a person who dresses poorly.

_______67. Capacity--the person's ability to earn money.

_______68. Capital--the person's physical and financial assets.

Directions: For each statement that is a type of credit a retail business might offer, mark a; for each statement that is not, mark b.

_______69. Major bank or travel card

_______70. Personal note made out to store owner

_______71. Revolving credit with the store

Directions: For each person a retail business might need to hire as a consultant, mark a; for each person whose services would probably not be needed, mark b.

_______72. Accountant

_______73. Minister

_______74. Politician

_______75. Advertising agent

Short answer:

76. When an accident occurs in a store, what three steps might be taken to deal with it?

77. List three tasks included in maintenance and housekeeping for a retail business.

78. Managing a retail business requires many types of records and financial reports. List ten types of records you might need to keep or financial reports you might need to file.

79. Discuss briefly four ways to promote your firm through participation in professional and civic organizations.

80. Name two of the four accounting tools described in the Information Sheet. For the two named, briefly describe their function in the decision making process.

(NOTE: If the following activities have not been accomplished prior to the test, ask your teacher when they should be completed.)

81. Understanding a Bank Statement (Assignment Sheet 1)
82. Preparing a Bank Deposit Slip (Assignment Sheet 2)
83. Paying Bills (Assignment Sheet 3)
84. Planning Promotion and Advertising (Assignment Sheet 4)

DEVELOPING ENTREPRENEURIAL SKILLS

UNIT V

ANSWERS TO TEST

1. ad
2. ab
3. a
4. ae
5. ac
6. b
7. e
8. c
9. d
10. bc
11. a
12. ae
13. ab
14. c
15. b
16. d
17. ad
18. ac
19. e
20. a
21. b
22. a
23. a
24. b
25. a
26. a
27. a
28. b
29. a
30. b
31. a
32. a
33. b
34. a
35. a
36. a
37. b
38. a
39. a
40. b
41. a
42. a
43. a
44. b
45. a
46. a
47. a
48. a
49. b
50. b
51. a
52. a
53. b
54. a
55. a
56. a
57. a
58. b
59. b
60. a
61. a
62. b
63. a
64. a
65. a
66. b
67. a
68. a
69. a
70. b
71. a
72. a
73. b
74. b
75. a

76. Wording may vary, but answers should include the following information:
    a. Call a competent physician or a proper authority.
    b. Make a complete record of the accident. Include the customer's name and address, the time of the accident, a description, and the names of any witnesses. If possible, get customer to sign the record.
    c. Remove the cause of the accident immediately to prevent a second occurrence.

77. Answers should include three of the following:
    a. Housekeeping--the duties of making a store neat, clean, and bright looking
    b. Maintenance of the store building and equipment
    c. Provide adequate heating, ventilation, and lighting
    d. Supervise new construction work

78. Answers should include ten of the following:
    a. Sales
    b. Warehouse and shipping control
    c. Quality control

d. Inventory control
e. Purchasing
f. Cost accounting
g. Finance and credit
h. Bookkeeping
i. Inventory and purchasing
j. Cash records
k. Credit
l. Employees
m. Fixtures and property

79. Wording may vary, but answers should include the information from four of the following:

a. Inform the community about the policies, operations, and problems of the store, as well as its product or service. In addition, inform the community about the number of people employed, the amount of the payroll, the amount paid in taxes, the amount spent locally, and what the business contributes to local social and economic life.

b. Correct misunderstandings and answer criticism of the company and its policies in an honest, objective, and positive manner.

c. Establish the company as an important part of community life through contributions to local institutions and participation in neighborhood affairs and activities.

d. Find out what members of the community think and say about the company, its policies, and operations.

e. Support local efforts to improve the quality of life in the community--for example, parks, auditoriums, recreation programs, and stadiums.

f. Cooperate with other companies in the community in promoting a better understanding of business.

80. Answers should include two of the following:

BALANCE SHEET-a summary of your company's accounts at a particular time. It lists your assets and liabilities and reflects your net worth.

PROFIT AND LOSS STATEMENT-reflects the income and expenses of a business over a specific time. It is usually composed of:
a. Gross sales
b. The cost of the goods sold
c. The gross profit on sales
d. Expenses
e. Net profit or net loss

DEPRECIATION SCHEDULE-spreads the cost of a tangible fixed asset over its useful life. The amount that is allotted to each year is a charge for that year and the value of the asset is reduced each year by that amount.

CASH FORECAST STATEMENT-used to predict future cash needs of the business.

81-84. See Answers to Assignment Sheets.